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ABSTRACT

This report, one part of the evaluation program of the Committee on Civic Education to determine the impact of the committee's instructional program, "Conflict, Politics, and Freedom," consists of a questionnaire, with responses from the sample of 54 out of 104 contacted teachers, displayed in graphs and by lists of comments. The data are graphed by percent of teachers' responses at each grade level, by totals, and by regions. Interpretation of the data should take into account the little time available to teachers to familiarize themselves with and teach the units. The major hypotheses of this program are: (1) that teachers and students want educational materials that attempt to present controversial issues in the classroom, (2) that this practice has a generally favorable effect on students, and (3) that it would not undermine students' respect for the American system or for reasonable rules and authority. The questionnaire covers the following: units and grades taught by each teacher, reactions to the teaching guide, opinions on content of an approach to materials, the student text, teachers' observations of student reactions and behavioral changes, changes in the students' relationships to authority figures and to school rules, and profiles of the teachers. (Author/JH)

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COMMITTEE ON CIVIC EDUCATION

CONFLICT, POLITICS, AND FREEDOM PROGRAM

A Partial Evaluation Report

University of California, Los Angeles

ED 093738

SP007 575

Committee on Civic Education
CONFLICT, POLITICS, AND FREEDOM PROGRAM
A Partial Evaluation Report

The following report is one part of the evaluation program the Committee on Civic Education conducted during the Spring of 1968 to determine the impact of the Committee's instructional program entitled Conflict, Politics, and Freedom. This preliminary report has been prepared primarily for participants in the program, the staff of the Committee, and interested members of The Ford Foundation (partial sponsor of the program).

The following report is based on duplication of a questionnaire given to teachers who taught the program and it includes the responses of a sample of these teachers in the forms of percentages responding to multiple choice items and a listing of comments to open-ended questions. No correlations have been made and no summary or interpretations of the data presented will be made until information from other phases of the evaluation program are available.

The following notes should be read prior to looking at the questionnaire in order to aid in the interpretation of the data presented.

Organization of the Program

<u>School District</u>	<u>Teachers</u>	<u>Grade</u>	<u>Training</u>	<u>Evaluation Program</u>
Sacramento	27 (20)*	5-6 7-8	30 hour course	Political socialization ques- tionnaires Student-pre and post Teacher-pre and post Parent -post Teacher opinion questionnaire (this is the questionnaire contained herein)
Los Angeles City Schools	15 (10)	8 9-11	30 hour course	Teacher opinion questionnaire only
Oakland Unified School District	10 (8)	6-5 8	None	Teacher opinion questionnaire
Other school dis- tricts (These included dis- tricts of par- ticipants of former programs who wished to try the materials and who had their superintendents permissions.)	(Approx) 53 (16)	5-12	Participants of former NDEA Institutes and due process programs	Teacher opinion questionnaire Attached letters.

Totals: 105+(54)

*Numbers in parentheses indicate the number of teachers whose questionnaires are tallied here.

Notes on Interpretations of the Following Data

Sample: The following data is a compilation of responses from the first 54 questionnaires returned by participants. The total number of teachers who used the materials was approximately 105. Unfortunately, the questionnaire was not mailed to participants until many of them were on vacation and additional returns have been slowly coming in after the data was computed and thus are not included.

Graphs-percentages: The data have been graphed by percent of teachers' responses at each grade level, by totals, and in some cases, by districts.

The following is the number of teachers responding at each grade level and the manner in which they have been grouped. There were only three teachers at levels 9 and 11 - we have grouped them under the heading "H.S.". All graphs at this level will read $33 \frac{1}{3}\%$, or $66 \frac{2}{3}\%$, or 100%. (Note that when districts have been separated the numbers at each grade level are diminished.)

<u>Grade Level Groupings</u>	<u>Number of Teachers</u>
5	13
6	13
7-8	23
9-11	<u>3</u>
Total:	52

Criteria for separating graphs for grade levels and districts: In the interest of simplicity we have reduced the data to as few graphs as possible, separating it only when there appeared to be interesting differences between

grade levels or districts. Thus, most graphs do not distinguish between respondents from various school districts. Graphs that do separate districts only indicate Sacramento, Los Angeles, and Oakland since these were the districts with the largest numbers of participants.

Note when interpreting graphs separated by districts that Sacramento teachers received 30 hours of training and participated in the full evaluation program, Los Angeles teachers received the same training but only participated in part of the evaluation program, and Oakland teachers received no training but did fill out the following questionnaire.

Time spent on program: Interpretation of the following data should also take into account the fact that considering the complexity of the materials the teachers had relatively little time to teach the units or to prepare. The Oakland supervisor in charge of the program noted "Most teachers felt handicapped in giving a really good evaluation because of the short period of time that they have had this book to work with."

Note that of the 5th grade teachers only 22% taught all three units, of the 6th grade 15%, and of the 8th grade 60%. It is particularly relevant that few teachers were able to get to the third unit which specifically deals with democratic processes of conflict management and contains many of the major objectives of the program. For example, 55% of the 5th grade teachers did not teach the unit, nor did 75% of the 6th grade teachers, nor did 30% of the 8th grade teachers.

Discussions with supervisors and teachers indicated that most teachers would have liked to have more time to familiarize themselves with the materials and methods involved since they often differed radically from what they had been doing for many years.

Comments to open-ended questions: Comments as they appear are unedited and uncategorized. Interpretations of these comments should be done in light of the graphs that often appear above them indicating the percentages of teachers responding one way or another to the same issues upon which comments were called for.

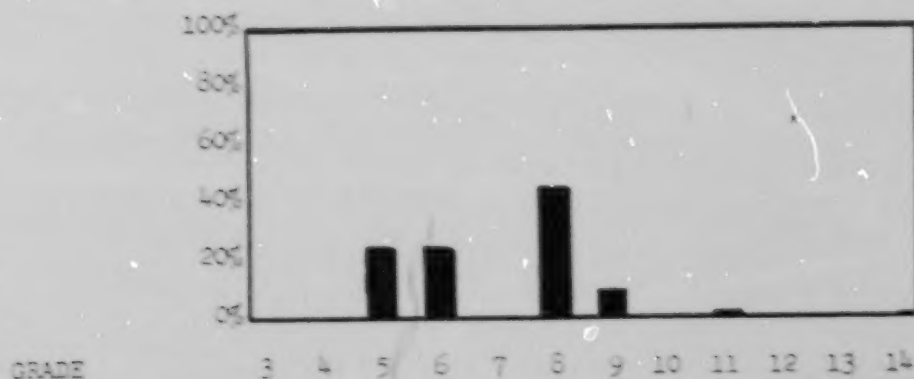
Numbering of questions: The unusual numbering of the items in the questionnaire was an attempt to facilitate key punching on IBM cards.

Hypotheses: Some of the major hypotheses of this program are that teachers and students want educational materials that attempt to present controversial issues in the classroom, that this practice does have a generally favorable effect upon students, and that it would not undermine students' respect for the American system or for reasonable rules and authority. In regard to these points we ask readers of this report to note in particular the graphs and comments on items 136, 141, 161, and 164 through 225. It should also be noted by looking at items 260 through 269, that these were teachers with considerable experience.

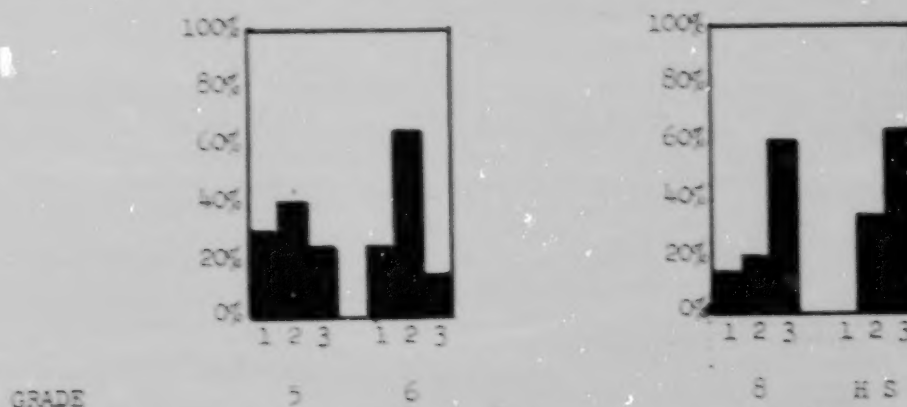
The sample of teachers this report is based upon used the materials, with approximately 2,000 students. Items 145, 146, 174, and 175 indicate that there was little parent reaction to the program, some favorable reaction from a minority who were informed of the program, and one negative reaction.

TEACHERS QUESTIONNAIRE

111. Please indicate with an 'X' the grade in which you have been teaching the units.



112. Please indicate each of the units which you have taught.

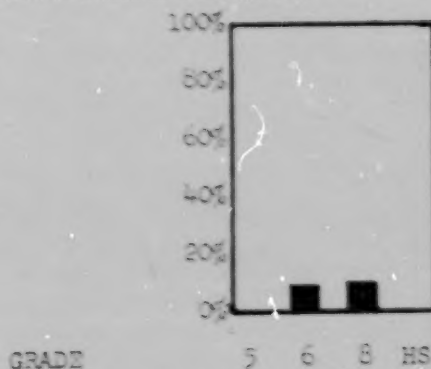


KEY: 1 - Unit I
2 - Units I and II
3 - Units I, II and III

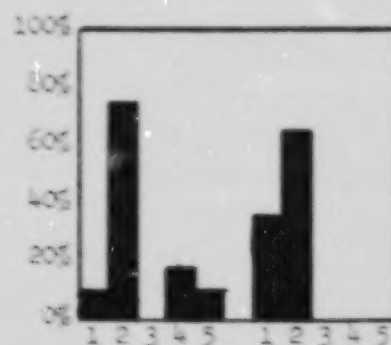
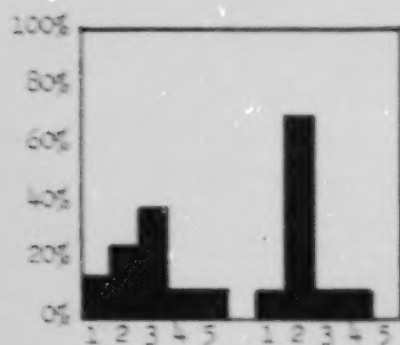
FOR EACH OF THE UNITS WHICH YOU TAUGHT, PLEASE ANSWER THE FOLLOWING QUESTIONS:

1. POLITICS IN A CONSTITUTIONAL DEMOCRACY

113. Did not teach it



113. How many days each week did you teach the unit?



GRADE

5

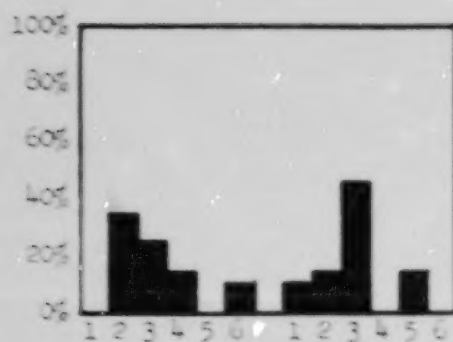
6

8

HS

KEY: 1 - One day
2 - Two days
3 - Three days
4 - Four days
5 - Five days

114. How many weeks did you teach the unit?



GRADE

5

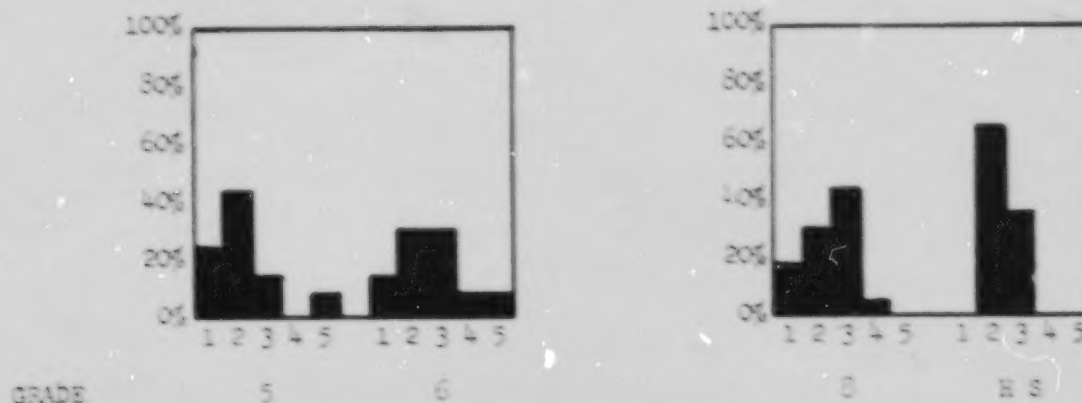
6

8

HS

KEY: 1 - 1 to 2 weeks
2 - 3 to 4 weeks
3 - 5 to 6 weeks
4 - 7 to 8 weeks
5 - 9 to 10 weeks
6 - Other

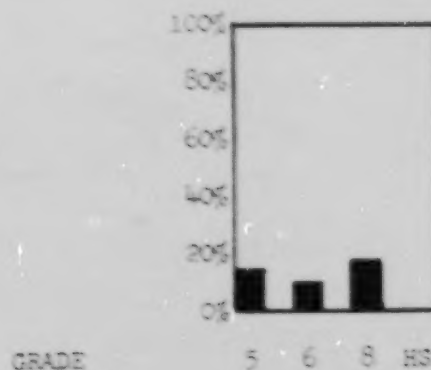
115. On the average, when you taught the unit, how much time did you devote to teaching it each day?



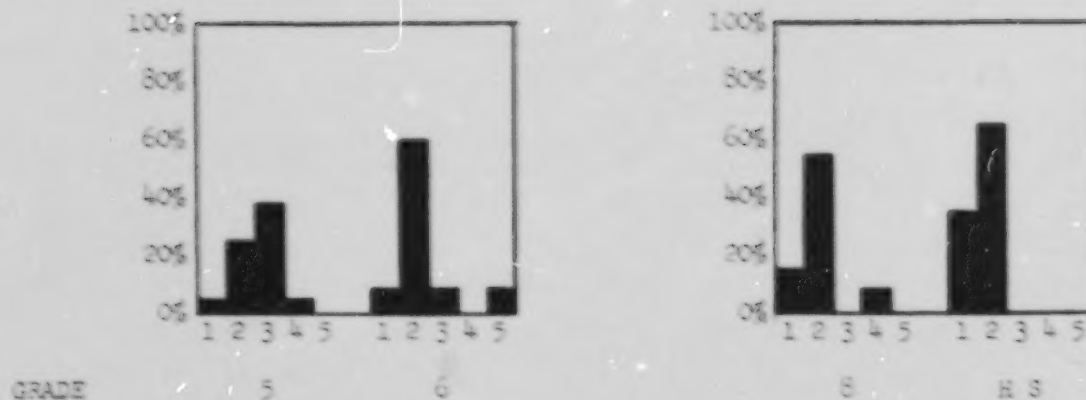
KEY: 1 - Less than 30 minutes
 2 - 30 to 45 minutes
 3 - 45 to 60 minutes
 4 - 1 to 1 1/2 hours
 5 - 1 1/2 to 2 hours

II. SOURCES, FUNCTIONS, AND LIMITS OF CONFLICT

116. Did not teach it

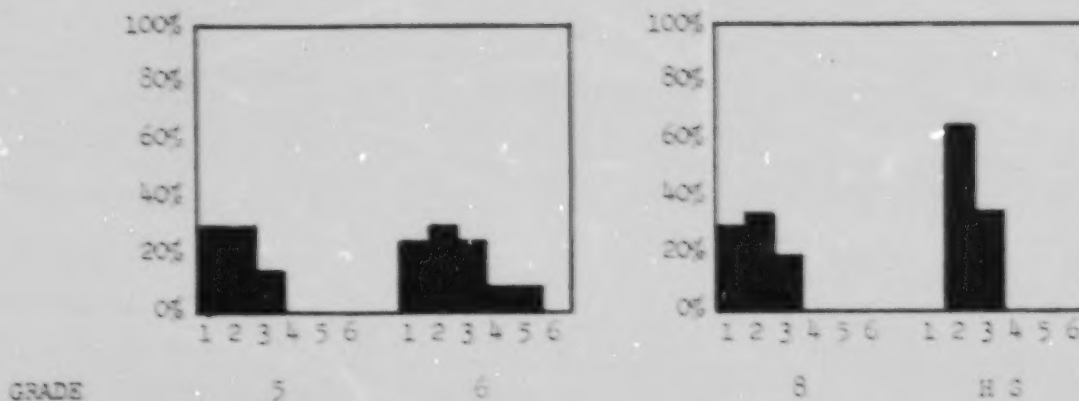


116. How many days each week did you teach the unit?



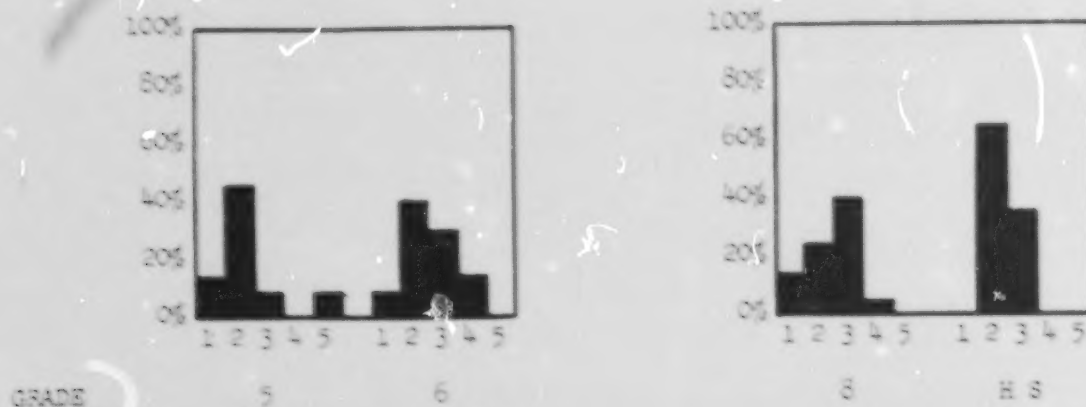
KEY: 1 - One day
2 - Two days
3 - Three days
4 - Four days
5 - Five days

117. How many weeks did you teach the unit?



KEY: 1 - 1 to 2 weeks
2 - 3 to 4 weeks
3 - 5 to 6 weeks
4 - 7 to 8 weeks
5 - 9 to 10 weeks
6 - Other

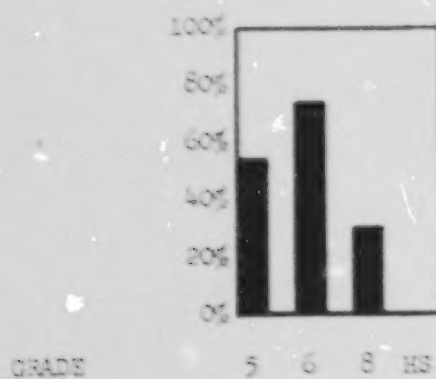
118. On the average, when you taught the unit, how much time did you devote to teaching it: each day?



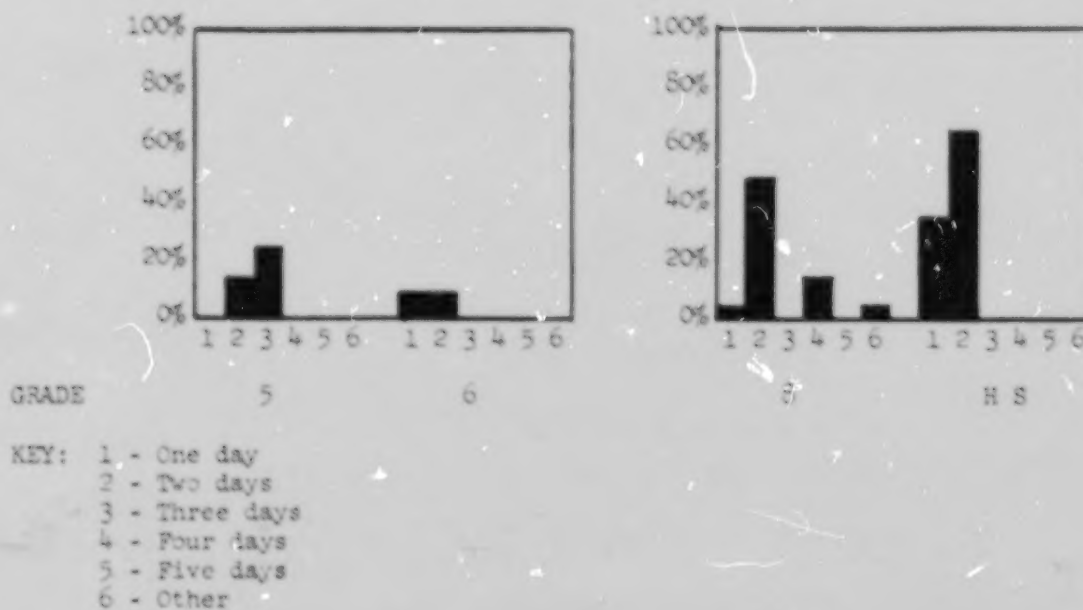
KEY: 1 - Less than 30 minutes
 2 - 30 to 45 minutes
 3 - 45 to 60 minutes
 4 - 1 to 1 1/2 hours
 5 - 1 1/2 to 2 hours

III. THE MANAGEMENT OF CONFLICT

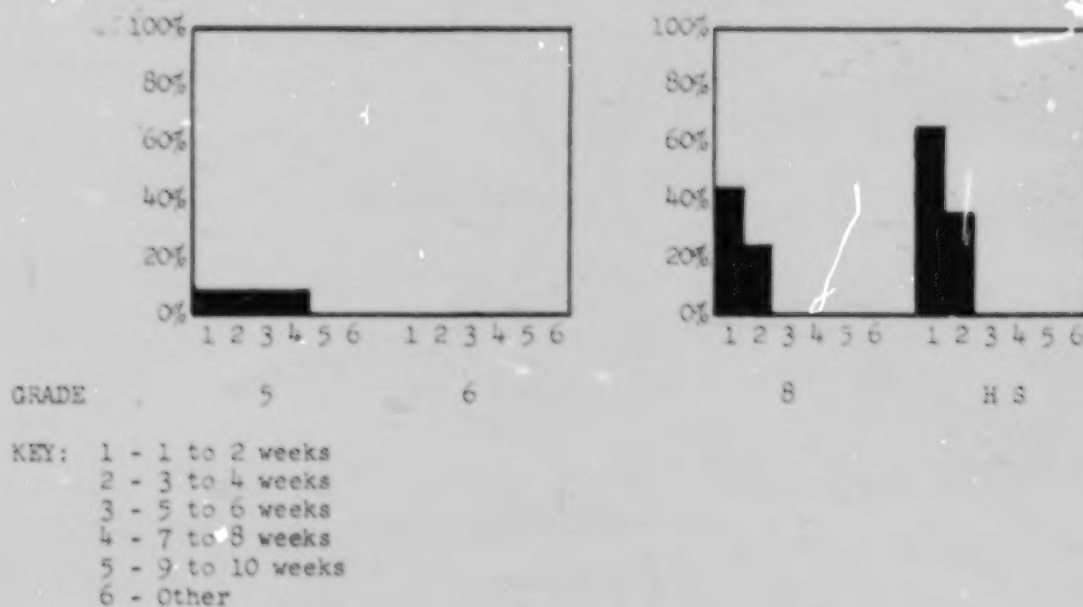
119. Did not teach it.



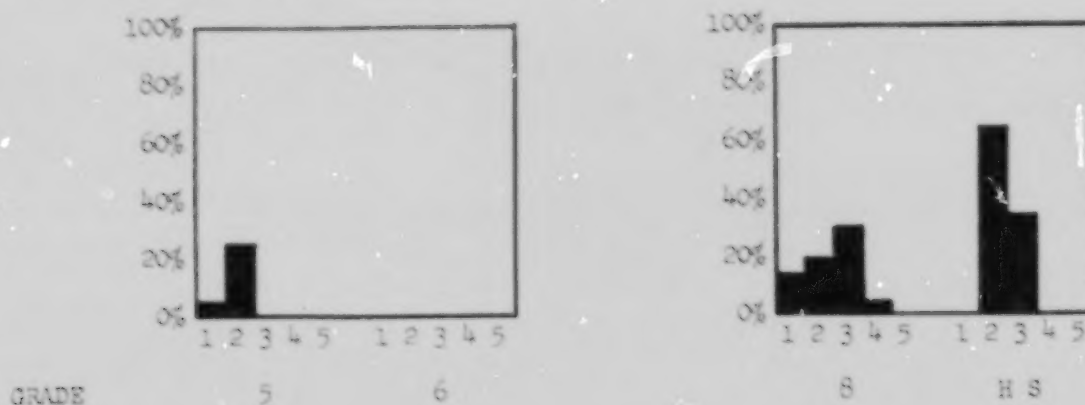
119. How many days each week did you teach the unit?



120. How many weeks did you teach the unit?



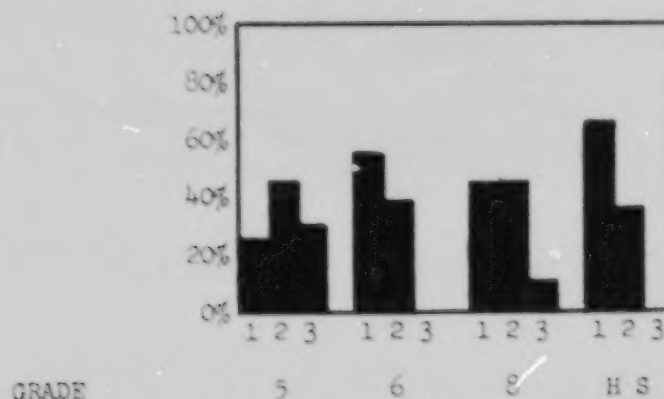
121. On the average, when you taught the unit, how much time did you devote to teaching it each day?



KEY: 1 - Less than 30 minutes
 2 - 30 to 45 minutes
 3 - 45 to 60 minutes
 4 - 1 to 1 1/2 hours
 5 - 1 1/2 to 2 hours

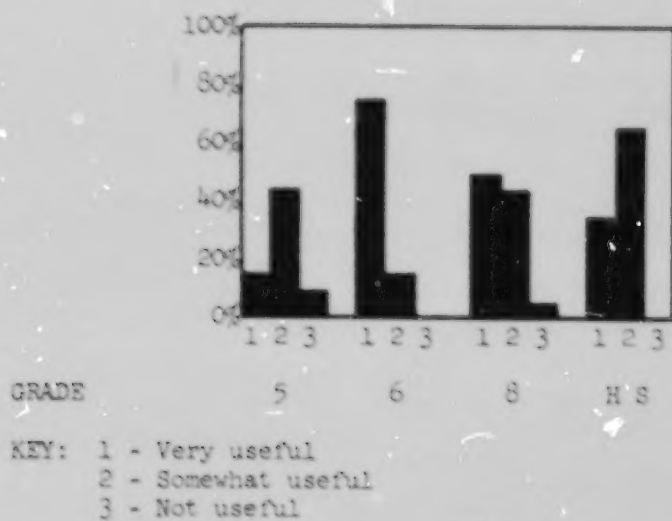
NEXT, WE WOULD LIKE SOME INFORMATION AND YOUR OPINIONS ON THE TEACHING GUIDE. IT IS COMPOSED OF SEVERAL SECTIONS AND WE WOULD LIKE YOUR REACTIONS TO EACH OF THE FOLLOWING:

122. The 'Rationale' was

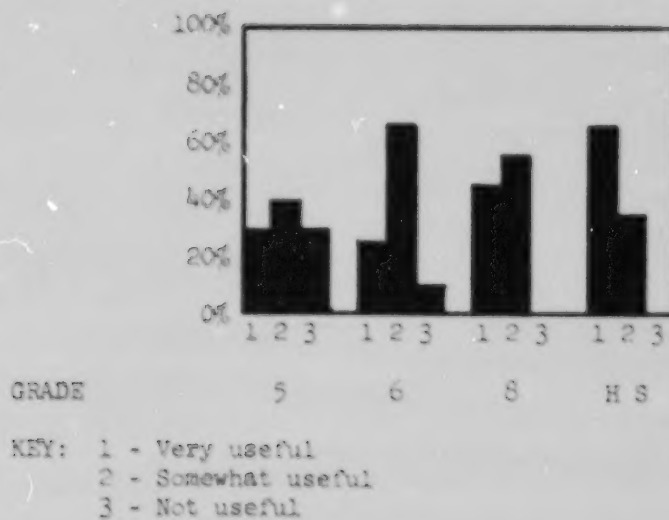


KEY: 1 - Very useful
 2 - Somewhat useful
 3 - Not useful

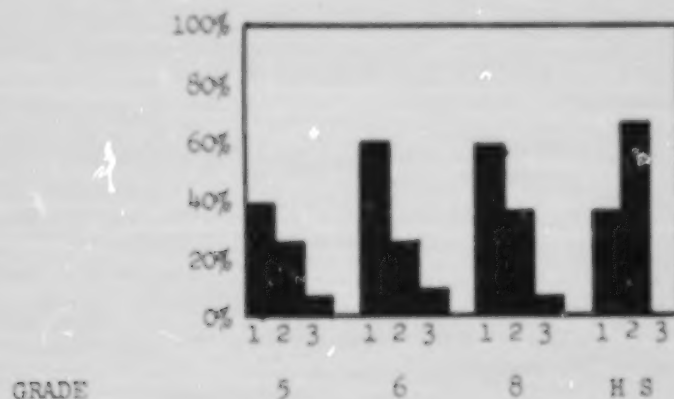
123. The 'Suggested Methods' were



124. The 'General Objectives' were

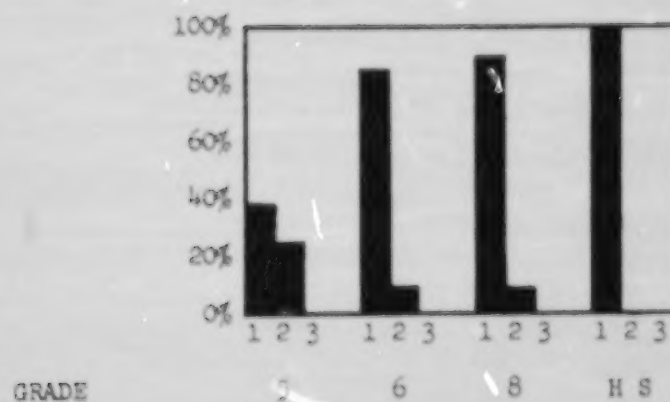


125. Do you feel the objectives of the program are stated clearly?



KEY: 1 - Very clearly
2 - Somewhat clearly
3 - Not clearly

126. Do you agree with the objectives of the program?



KEY: 1 - Yes, in general
2 - Somewhat
3 - No

126. COMMENTS: (12 comments)

Pertinent in structuring the approach and scope of intended learning.

I feel it meets a very real need.

Excellent way to present material that often is boring for students.

Children had to develop a background in the workings of government. All that had hoped to be accomplished was not--due to the lack of knowledge in this area.

Major difficulty in giving the time needed to fully teach the materials. This might be better utilized as a semester government course.

Students need more of this type of thinking.

Yes, granted the objectives are updated.

It was rather lengthy.

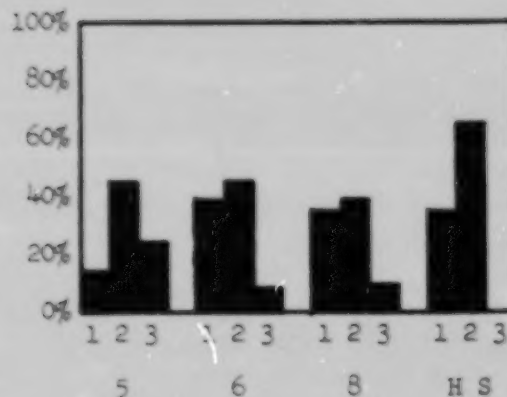
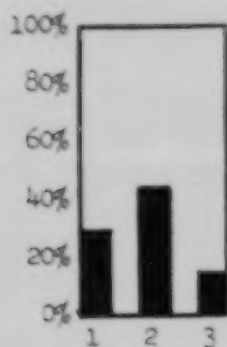
Unfortunately, the separated condition of guide made it less useful and confusing.

Somewhat. Only if we give children a chance to use attitude they develop-- 5th graders may not be given much.

Many of the objectives could not be realized with a 6th grade class because there is a lack of background in government.

I didn't use the guide due to inconvenience.

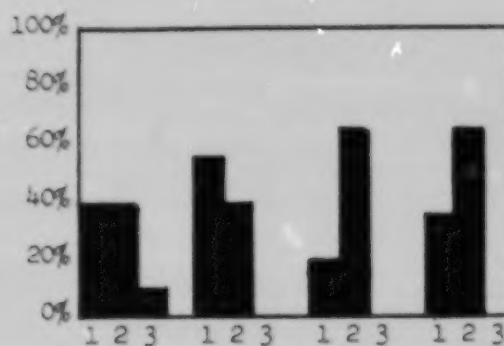
127. The 'Classroom Activities' were



GRADE

KEY: 1 - Very useful
2 - Somewhat useful
3 - Not useful

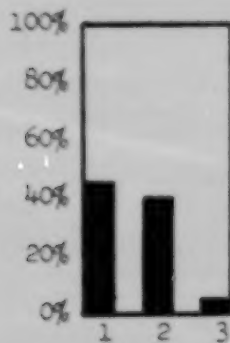
128. The introductions to each unit were



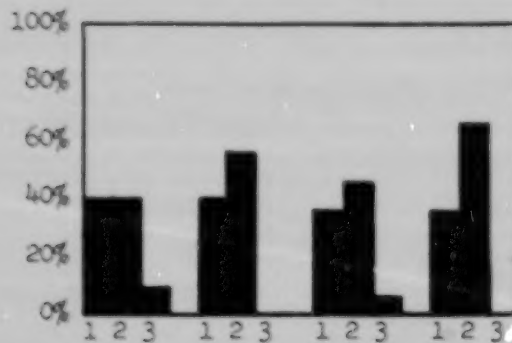
GRADE

KEY: 1 - Very useful
2 - Somewhat useful
3 - Not useful

129. The 'Considerations' were



GRADE



5

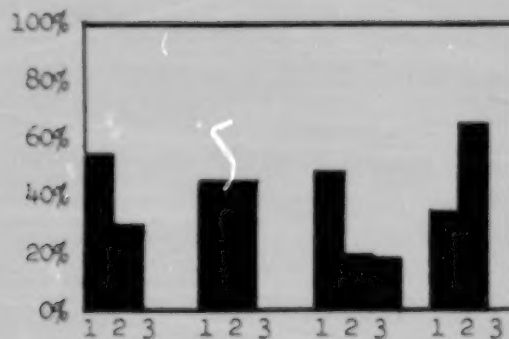
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8

H S

KEY: 1 - Very useful
2 - Somewhat useful
3 - Not useful

130. The 'Guiding Questions' were



GRADE

5

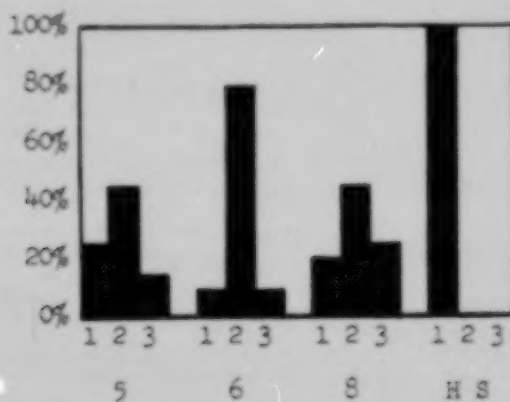
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8

H S

KEY: 1 - Very useful
2 - Somewhat useful
3 - Not useful

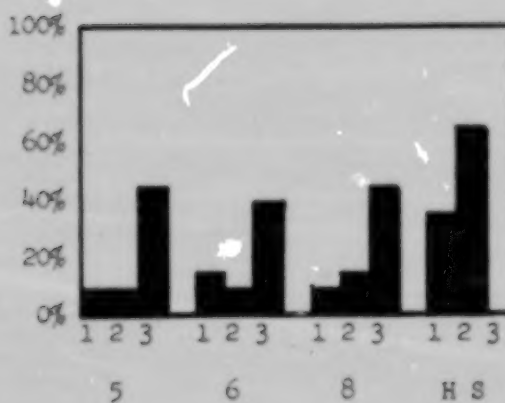
131. The 'Suggested Activities' following some of the sections were



GRADE

KEY: 1 - Very useful
2 - Somewhat useful
3 - Not useful

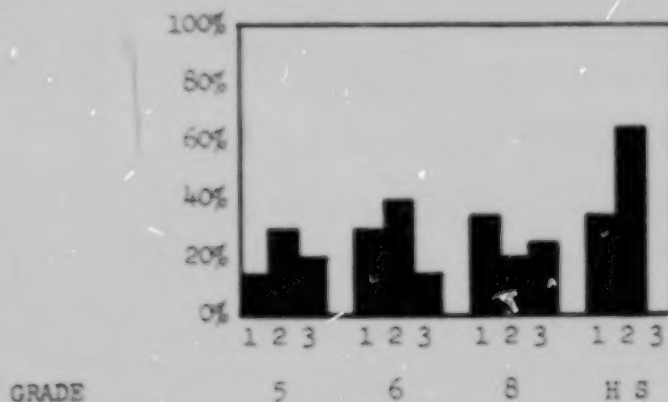
132. The list of films was



GRADE

KEY: 1 - Very useful
2 - Somewhat useful
3 - Not useful

133. Role playing suggestions were



KEY: 1 - Very useful
2 - Somewhat useful
3 - Not useful

134. Do you have any general suggestions for improvement of the format of the teacher's guide? For any deletions or additions? (21 comments)

Four teachers indicated teacher's guide is O.K. as is.

Four teachers suggested that relevant portions of teacher's guide be incorporated on same pages as student text.

Make the teacher's guide shorter.

The 'Guiding Questions' threw students off--colored their reactions--perhaps I have compared this whole book with the previous one and found it wanting, less organized, but yet interesting.

Introductions, objectives, and rationale could be much more concise--outline form more useful. Some of the material was repetitious. Considerations for each case study were valuable, but guiding questions were too leading, dead-end, and not controversial or challenging enough. Teachers can and should make up their own.

Re-evaluate all questions in "What Do You Think" for leading questions or for asking the student why he feels a certain way before he has even had a chance to decide if he does feel that way. Do not have questions that are answered one way in the following reading selections.

I feel that there was a lot of wasteful verbage as relates to the guiding questions. I found I had to play each section at that moment in time rather than wrestle through my guide to get at the questions. On the whole I thought that the teacher, given his students, must adapt his own techniques to get the "message" across.

134. COMMENTS (Continued)

Perhaps more emphasis could be placed on role playing, mock trials, etc.
Discussion is good with 8th grades on an occasional basis only.

The words were hard for my 5th-6th grade students to understand.

The 'Guiding Questions' might be arranged in order of the most significant question being first. In most cases this seemed to be done.

An elaboration of 'Suggested Methods'.

The guide, if actually followed, can be very useful; however, my students set the pace for interrogations and activities.

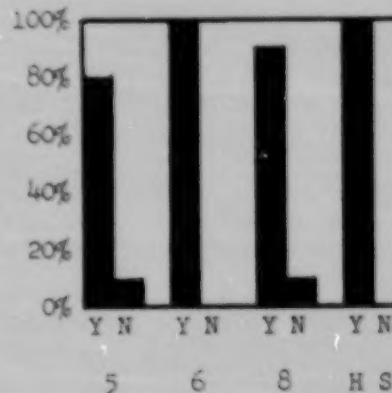
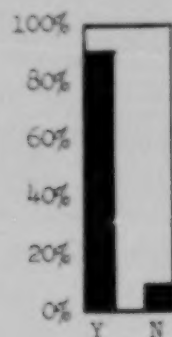
What is the time allotment for covering the units? This is not necessary but might prove helpful in planning. I attempted two units in two weeks and found it pressing.

Add panel discussions led by students. Use the idea of "Twenty Questions". Encourage children to formulate their own questions.

Sometimes the teacher's familiarity with background material has been taken for granted. I wish there were a vocabulary list along with basic outline of historical events, rulings, or judicial cases.

OPINIONS ON CONTENT OF MATERIALS AND APPROACH SUGGESTED:

135. Do you feel you are in general agreement with the rationale of these materials and the approach they suggest?



GRADE

KEY: Y - Yes
N - No

136. What do you think are the strong points of this approach? (34 comments)

Specific examples are retained easier by students; abstractions merely memorized.

"Telling it like it is" appeals both to me and the students I teach. I subscribe to this honest treatment of realities.

Discussion of real incidents. Even better would be parallels drawn which would involve actual school situations.

Conflict implies imperfection and students know that our society is loaded with imperfections. Students will become more involved when history is presented realistically.

The liveliness of the presentation, up-to-date material, the high level of interest are most appealing.

It shows democracy in action rather than just in theory.

Gives a larger base and more honest assessment of events--current or historical. Students can actively analyze and participate.

Specific case studies are much more involving.

The many actual situations that took place.

An approach to controversies of the "real" world.

Objectives of unit and the actual "meat" of the material (actual cases)--very adaptable to much of the news today.

They treat current problems which interest the students and the teacher.

Good relationship to current happenings.

Opens the child's mind. They thought a great deal when they realized there is no "right" or "wrong" answer.

Stimulates thought--makes students see alternatives. Also helps them relate one situation to another, in the book and outside it.

It gives the children a chance to express their viewpoints and feelings.

It encourages the children to think for themselves and search for an opinion that is their own, without guilt feelings for thinking otherwise than parents and other adults.

Made kids think. Compelled them to use reason and logic as to why things happen.

Making the pupils arrive at their own conclusions and achieve objectivity through critical self-analysis.

Inductive reasoning.

136. COMMENTS (Continued)

Involvement of students and parental influence.

Question and answer approach.

The objectives were spelled out--direction.

Gives the teacher suitable material to confidently handle each area under discussion.

The two-sided approach to cases.

I would like to see a short historical approach in each.

The teacher is only as good as his materials. Open discussion and creativity must rest with the individual--I liked this.

Better able to involve students in materials.

Teaching children to think critically and be aware of and respect opposing views.

Pupil participation. Humor at outset gave a "fun" tone in introducing the unit. I never had the pupils' enthusiasm lag even as we proceeded to the more complicated aspects.

The humorous story and unusual names makes it appealing.

Its directness.

The probe type questions for discussions.

The practical approach--case study.

137. What are its weak points? (29 comments)

Five teachers indicated there were no weak points.

Court decisions on cases were not revealed for student comment. This also could have been a challenge.

Should include decisions in cases.

Sometimes there was a shortage of background material.

Some children will not discuss things when it has to do with their own race.

The application was less than expected. Sometimes bias was deepened rather than lessened.

Some children are insecure with this method. I think they need more of it.

Some ideas are beyond the comprehension and need teacher explanation, which is good, but puts her in a lead role which I try to avoid.

Certain types of problems do not involve children's interests--"mills, conservation, labor, and capital", etc.

Some cases were not in the range of understanding for some low kids--but overall very successful.

Tends to frustrate the conventional student.

For most students, they could not relate, thereby they sat as statues in Central Park.

Above some students' realm.

Some parts of Sarnia seemed to drag and the students became somewhat disinterested.

Too difficult and time consuming as separate entity from other history-geography lessons for 5th grade.

Time consuming.

Sometimes moves too slowly in development, sometimes difficult to keep children involved.

Any of the pseudo cute tricks like role playing--at this level--elsewhere role playing is fine.

Materials might tend to be too structured and, as a result, the teacher might not engage in independent creative activities.

The omission of student directed questions.

Questions in "What Do You Think" weak and leading.

Leaves some discussion points too open-ended.

Audio-visual materials keyed to some of this to keep up motivation.

Fundamentally, a lack of experience on the part of teachers. Also, a possible timidity on the part of teachers.

This could lie in a teacher who is not capable in the field.

138. Do you feel that the rationale of these materials and the approaches suggested are, in any ways, not in accord with your beliefs about fundamental values and the role of the schools in our society? How and why? (32 comments)

Twenty two teachers indicated that the rationale of materials and approaches suggested were in accord with their beliefs about fundamental values and the role of the schools in our society.

Pupils should learn to apply social studies through their own experiences into their own lives.

Rationale of these materials does not seem unreasonable in my opinion.

Children should be exposed and involved at a younger age to the workings of our country.

I approve of the rationale. It is a much more meaningful view of our society.

I agree--we must become more issue oriented.

Generally speaking they were satisfactory.

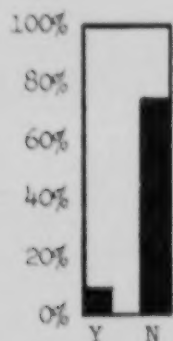
The rationale is in harmony with beliefs of students.

They are in accord with the beliefs, but far beyond the comprehension of most elementary school children.

It may make it more difficult for students to "get along" in an essentially autocratic school system.

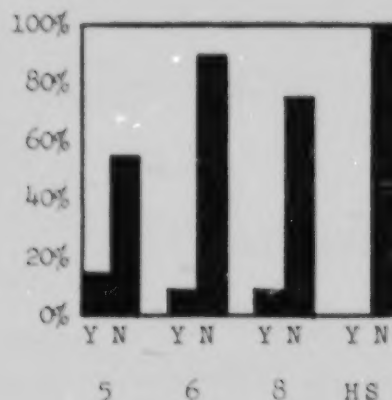
I found no conflict that couldn't be resolved.

139. Assuming a bias is an unfair emphasis or distorted point of view (in this case regarding the role of education in a democratic society, do you detect such a bias in these materials?



GRADE

KEY: Y - Yes
N - No



COMMENTS: (8 comments)

Not unfair, but emphasis is placed on minority rights.

Overemphasis on Negro minority group.

Distortion of some facts as interpreted.

In some cases the guiding questions assumed or predetermined answers.

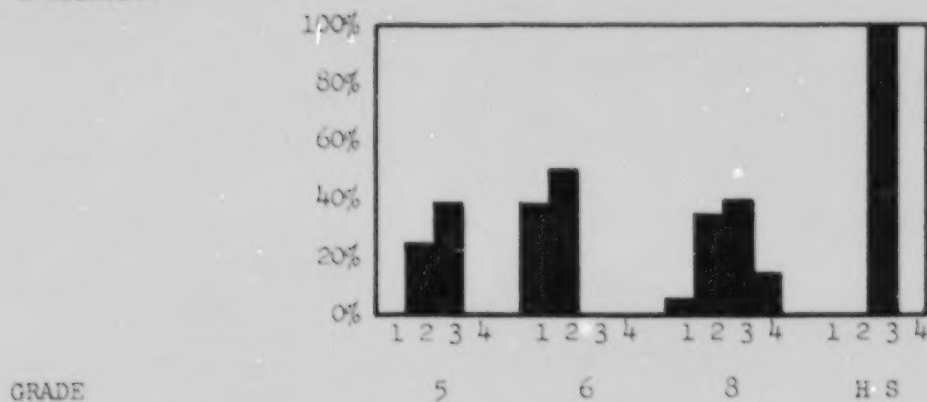
I sometimes had the feeling the need for enforcing laws were not as clearly pointed out as was the importance of freedom of speech.

Yes, some--but it happens to coincide with mine.

Yes--but I agree with the bias--liberalism!!

No, but I can see where there are enough opportunities for it in such a structure.

140. How useful did you find this teaching guide in relation to other guides available?

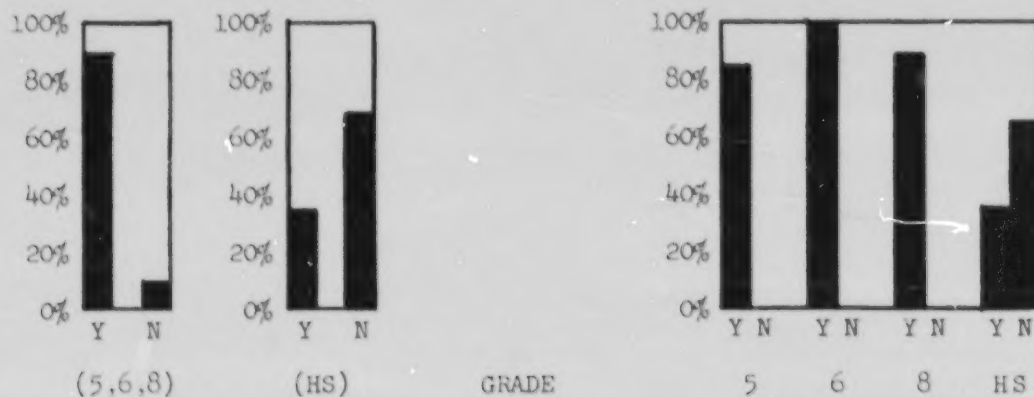


KEY: 1 - Poorer than most
2 - About the same
3 - Better than most
4 - Stupendously useful

THE FOLLOWING QUESTIONS ARE IN REGARD TO THE STUDENT TEXT:

Several of the cases in the text involve conflicts in which minority groups are involved (e.g., Marquette Frye, Terminiello, etc.). In these cases controversies are presented involving deprivations of rights, prejudices, and often terms of prejudice are used. This approach has often been seen as undesirable and omitted from texts. We would like your opinions now that you have used these cases in the classroom.

141. In general, do you think such materials should be included in texts?



KEY: Y - Yes
N - No

141. COMMENTS: (44 comments)

This is the "real world".

The sooner children know the truth of existing conflicts in their society, the better they will be able to participate in decision-making.

This is part of our society.

The truth is our only hope, so let's speak it.

This is life as it exists in this country today.

Why hide what is happening in our society today?

It is definitely "what's happening".

It's time we "tell it as it is". Truth is constructive--if not cynicism and disillusionment can be destructive.

It is what's transpiring now.

Pupils must be prepared for the world in which we live.

Yes--because as it is now said in the vernacular, "that's telling it as it is". Pardon the banalities, but students should be exposed to "real" life not historical or political fiction.

I believe the students should see this country and the world as it really exists.

So the children can examine what actually does exist in real life and cope with it.

This is the "real" world and the world the children live in outside of school.

This is the way society is acting at present.

Yes--we live in a real world with real problems.

Students can deal with real controversy and should be exposed to it.

These items, and the greater actuality they represent, are of great concern to the children who are searching for both an image and a way to approach conflict.

Controversy, dispute and discussions are vital. Most books admit little existed historically--they are vague and biased.

Texts are regarded by pupils as dull and distorted precisely because "such materials" are excluded from them.

Why not? Experimental activities are more thought provoking than remote facts.

141. COMMENTS (Continued)

Yes--to further understanding of problems faced by these groups.

Students are continually faced with such problems and by presenting them in this fashion they can be discussed without becoming personal.

Much more interesting to students and more useful material can be presented.

Yes--because students have to learn them sometime--before they learn the wrong meanings.

It's time they found them.

Gives good understanding of the democratic procedure.

Gives children an understanding of politics.

They are necessary to help a child develop his perception of the political system realistically and to help him understand problems which exist today.

My students are particularly sophisticated in the use of prejudicial language. Anything less than telling it straight out would be euphamistic "jive".

With direction students can make themselves think more clearly on these very subjects.

Think that a separate book is better than to include the small amount that could be placed in a basic history text.

They present a valid picture of the American scene.

Yes--must be approached.

Convenience.

Different areas of conflict.

Stimulates good discussion.

Yes--to an even greater extent; kids have to deal with problems and can do so very well.

They are of concern to many students.

Students are usually more familiar with these and tend, therefore, to be more interested and concerned about them.

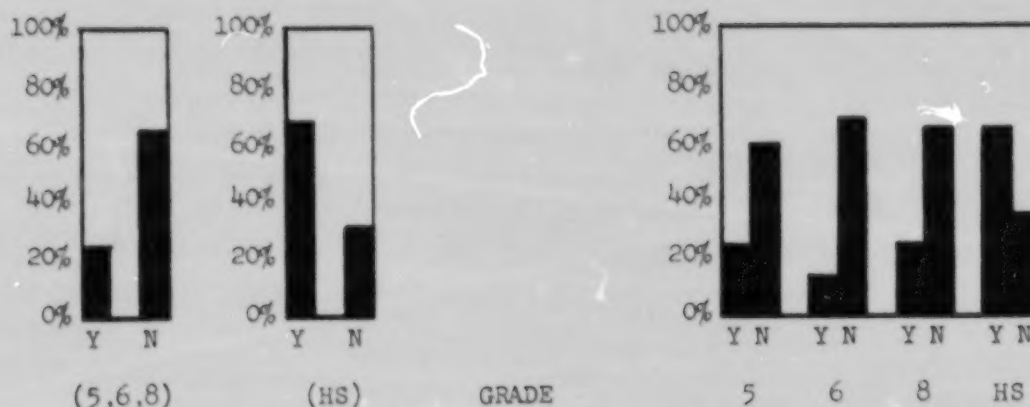
Yes--my class is half Negro and one quarter Mexican. I had no undo reaction from any of my children.

It gives a many faceted viewpoint.

Good concepts and information.

Chance for discussions.

142. Do you think it should be modified in any way?



KEY: Y - Yes
N - No

COMMENTS: (12 comments)

From my limited use, I can see no way to modify the text.

Might have given more background material for students or given a student bibliography for resource material.

More background information or perhaps more basic and less esoteric case studies (i.e., Gallagher vs. Crown Kosher Market).

I would not have as many questions in the questionnaire referring directly to the Negro. The text was not so pointed.

Not too much minority. Expressed as part of the whole not as a separate group.

If this question refers to the whole book, the first part is nearly impossible to get the students to complete for they get very bored.

The children's text was good. Perhaps the vocabulary was a little difficult in places.

Vocabulary too difficult for 5th graders.

Explain terms better for 5th grades.

Kept current. Many situations arise with great rapidity.

Should be kept up-to-date.

I will be able to answer this after more experience.

144. COMMENTS (Continued)

Highly personalized.

Willingness to discuss them. Other minorities not as willing unless situation was explained.

Vitally interested to be able to react.

Generated high interest.

Positive and interested. Other minorities liked the Crown Kosher Market case.

Some embarrassment, great tendency to identify and take that side (especially Negroes) while avoiding "because I am one" approach. Other minorities still interested but less so--applied to self when able.

They read with interest because it pertained to them. Other minorities had "identity" and felt empathy for their plight.

Interested.

Positive reaction--pupils are tired of pablum as history.

They tended to divide fairly evenly in discussion.

Often strong identification with the minority until discussion--then more objectivity.

Not observed.

They demonstrated their interest by their participation in the discussions that followed.

Answers very logical, no bitterness.

Had no opinion.

Some reluctance to be classified, but only in the beginning. After initial shock realized other groups have problems similar to own.

No difference detected.

Interested.

They wanted to read them first.

Usually passive--as if uninterested.

Some were indignant about the situations but not about considering them. No strong reactions for or against when other minorities were involved.

Became more vitally involved. Less reaction when other minorities were involved.

144. COMMENTS (Continued)

Shy--then open discussion from them.

Difficult to assess.

Enthusiasm, bias, and agonizing re-appraisal.

Most were surprised to realize there was another side.

High interest and very mature response for 5th graders. I could detect no difference when other minorities were involved.

Some Negro children said these questions should not be asked.

Did not participate--were very wary.

Good response.

No reaction observed.

Good.

Negro--they were not as interested, not as active in the discussion. We did not read Crown Kosher Market.

145. What was the general reaction, if any, of parents to this approach? (42 comments)

Seventeen teachers indicated there was no reaction from parents.

Highly interested.

No parental reaction noted--parental apathy to what is going on in school is not unusual.

No reaction, though one student reported discussing the cases with parents.

Only one parent felt material was too 'liberal'--he moved.

No contact.

No chance to observe.

Parents were not involved.

I don't know.

Generally good, though some ignored it and did not want to discuss specific material.

No negative reaction--a few positive.

The few reactions were mildly favorable.

145. COMMENTS (Continued)

I don't know.

Approval.

Encouraged kids to show book to parents. No complaints at all.

My only contacts showed high interest.

No reaction, except one parent who thought one question was uncalled for.

Had no unfavorable reactions.

Good--very little reaction.

No idea!

In parents I talked with--very much approval.

Disapproved of not knowing beforehand what child was being exposed to.

Mostly acceptance.

Favorable.

Some liked it--some did not.

Favorable.

146. What was the reaction of minority group parents to this approach? (35 comments)

Eighteen teachers indicated there were no reactions from minority group parents.

No negative reactions.

No contact.

Not observed.

Parents were not involved.

I didn't get any feedback.

No contact.

Especially interested after they understood rationale behind it.

No negative reaction--a few positive.

The few reactions were mildly favorable.

Not observed.

146. COMMENTS (Continued)

Not aware.

High interest--I feel the children talked about it considerably at home.

No idea!

Unknown.

One case objected strenuously.

I do not know.

Good.

147. What was the reaction of school administrators to this approach? (31 comments)

Five teachers indicated there was no reaction from school administrators.

Two teachers indicated excellent reaction; Four indicated very good reaction; Two indicated good reaction; and Three indicated reaction as 'interested'.

That's me--I'm for it!

Thought it was a good approach.

Approved by administration as experimental effort.

They did not review this text.

Principal enthusiastic about program.

Good--administration liked the technique used.

No contact.

Cooperative but not interested enough to take time to visit.

Hesitant, especially when cases or discussion hit "close to home", fearful of parent reaction, though supervisors very supportive.

He approved.

Principal expressed concern that materials be presented skillfully. I had the feeling he was worried.

Good, but tinged with caution.

Generally favorable.

Approved by local school administrators.

Encouraging.

147. COMMENTS (Continued)

All seemed to go along with this "experimental program".

Supportive.

Fine--approval.

No idea!

Positive.

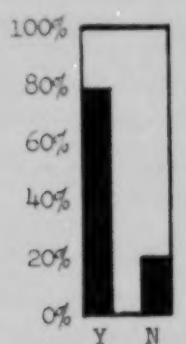
Great.

I had cooperation.

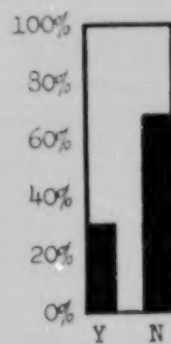
Favorable.

Not enough pre-preparation for all (parents, teachers, pupils).

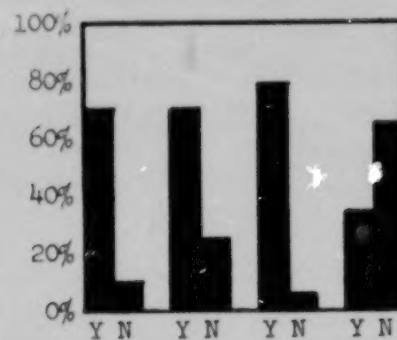
148. Do you feel the cases were appropriate for your grade level?



(5,6,8)



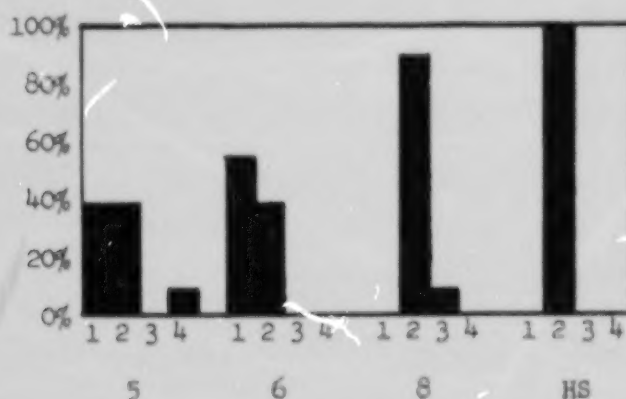
(HS)



GRADE

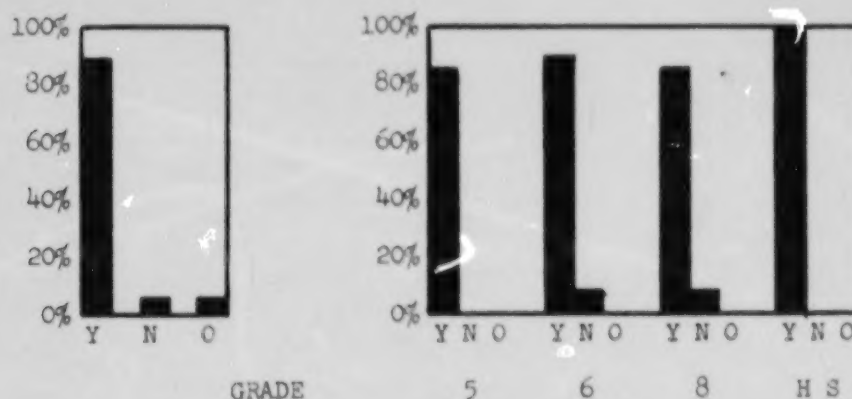
KEY: Y - Yes
N - No

149. Turning to the main section of the casebook--the questions and cases--do you feel the vocabulary level is



KEY: 1 - Too high for your grade
2 - Appropriate for your grade
3 - Too low for your grade
4 - Other

150. For the most part, do you feel that the cases clearly present the issues they are intended to illustrate?



KEY: Y - Yes
N - No
O - Other

COMMENTS: (5 comments)

A little long in some cases.

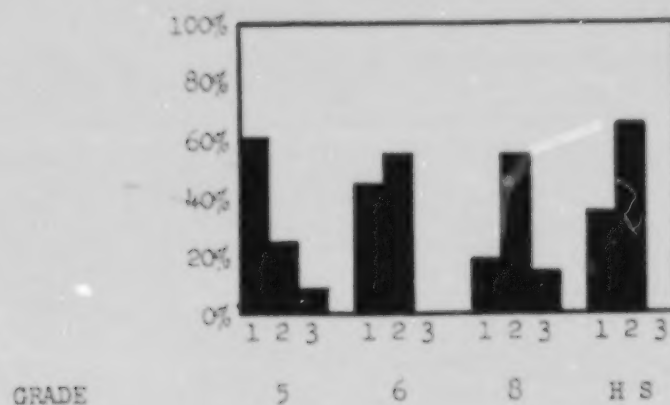
How about some illustrations or pictures?

Not without explanation.

Yes--if teacher has background to bring out issues.

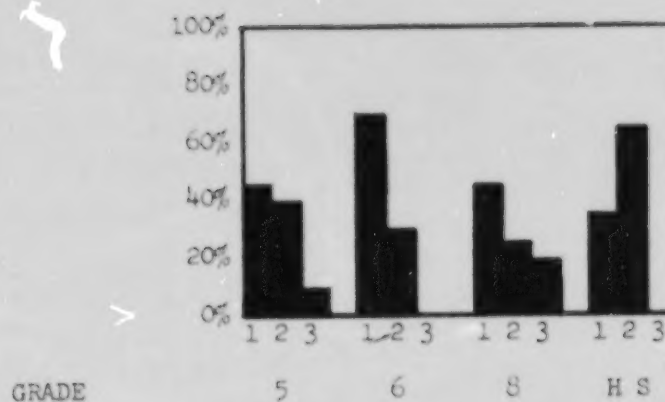
Yes--when guided by teacher.

151. In general, did you find that the questions following each case were



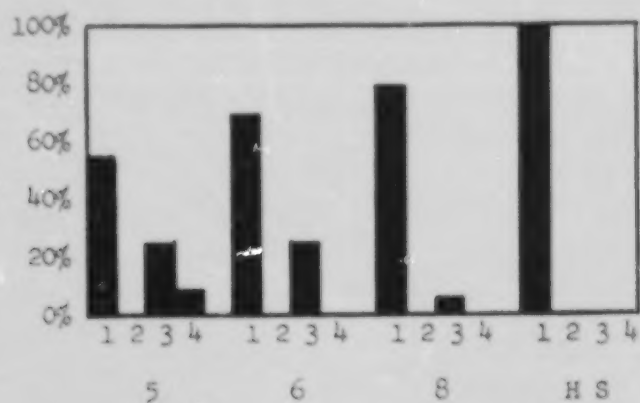
KEY: 1 - Very useful
2 - Somewhat useful
3 - Not useful

152. Did you use them



KEY: 1 - Very often
2 - Occasionally
3 - Almost not at all

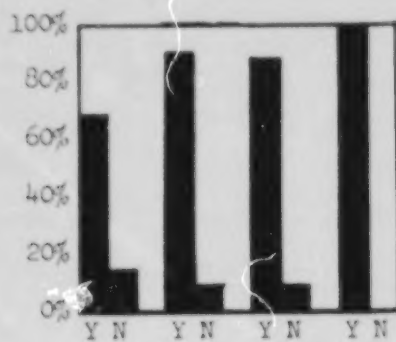
153. Do you feel that the case method--court cases, historical incidents, and literary excerpts--is a useful method for presenting this material?



GRADE

KEY: 1 - Yes
2 - No
3 - It depends on the characteristics of the class
4 - Other

154. Do you feel that, in general, the facts in each case have been reported accurately and that unfair advantage was not given to opposing forces within the cases?



GRADE

KEY: Y - Yes
N - No

155. Are there any particular cases you feel have not been adequately treated? Which ones? How? (34 comments)

Twenty six teachers indicated that all cases were adequately treated.

Two teachers indicated they weren't sure.

Insufficient time with text to note.

Not what I have read.

Terminiello--too scanty.

Sweet--not enough information on crowd's activity to justify shooting; not enough lead-up information on Terminiello.

Miranda vs. Arizona--results of later trial should be used.

Election of 1960--does not adequately picture the politicking behind any convention.

156. Are there any particular cases you feel are factually inaccurate or biased? Which ones? How? (30 comments)

Twenty four teachers indicated that all cases were factually accurate and unbiased.

Two teachers indicated they weren't sure.

I need more experience teaching this material to decide.

None noted.

No--but a very conservative parent would object I think.

No--only repetitious (such as Grand Canyon, Atomic Energy, etc.).

157. What is your general reaction to the casebook in comparison with other published texts available in this field? (23 comments)

Six teachers indicated casebook was excellent; Six indicated very good; Two indicated good; and Ten indicated that they haven't used other materials in order to compare.

Much more alive and readable. Involves students with real problems.

Objectives better, but range not as great. Could not use alone for all 5th grade social studies.

O.K.--perhaps too tedious in the short time available for instruction.

I enjoyed using the casebook approach since the elements of conflict are clearer than usually portrayed in standard textbooks.

Excellent supplementary material.

157. COMMENTS (Continued)

Children, as do adults, react more enthusiastically to the real thing rather than the hypothetical.

I like the casebook idea, but only if it lends itself to some basic civics concept.

More interesting.

I liked the casebook.

Favorable.

Very good--no final verdict--decisions may be reversed.

No opinion.

Much better; more stimulating in arousing participation.

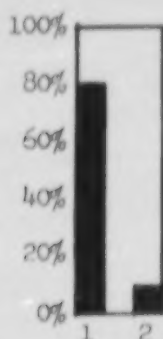
My general reaction is that the material is presented as impartially and non-directive as most.

Fair.

I found it very useful--best I've encountered yet.

It is comparable for the use made of it.

158. Assuming you had to choose between either casebook materials or the more traditional expository materials (such as standard texts or history texts--social studies or history), which would you choose?



GRADE

5 6 8 HS

KEY: 1 - Casebook
2 - Standard text

158. COMMENTS: (43 comments)

Cases with discussion and decision-making by students is "down-to-earth"; inference can be tied in with daily school laws.

Open-ended and allows (or encourages) good debate and discussion.

Personal involvement with current happenings.

The children learn more--are more interested--truthful and realistic.

Students learn more from the case examples, become more involved and retain learning better using this method.

It is more relevant to students--of greater interest.

The information is available without researching mountains of data.

More interest.

Casebook--the way presented, but do like the casebook rather than to include it in history text--more emphasis this way.

Students react favorably to a different publication.

More vital material. Historical material should be used as a background for interpreting current events.

These materials are more interesting and informative.

Objectives more realistic in a conflict-oriented democracy.

Casebook--because they make more realistic what we are trying to instill about a "viable" democracy; one that lives rather than dies on the printed page. Youngsters like to play act. They like to do what they read. You can do both with your material.

More flexible to teach with--relates to students more--makes concepts easier to develop. I can provide textbook materials, but usually not the kind of materials the casebook contains without a great deal of research.

The elements of conflict are clearer, the conflict is more dynamic, students participate more in discussion and, I would guess, in listening.

Develops understanding of problems and brings two points of view into focus.

Tends to be more recent material. Casebooks tend to provide for more open-ended questions.

More intimate involvement with particular problems and issues; can identify more easily with our society.

Stimulates more interest and discussion.

Usually more informative.

158. COMMENTS (Continued)

This approach gives the sense of immediacy to current issues--it's relevant.

More free to develop a course that requires thought. Regardless of what you do students tend to regard the text as the authority; with a casebook this is easily avoided.

Better approach.

Creates more interest. More important and useful subject matter can be presented.

More real experience for students.

They represent "springboards" for further study--text seems too absolute.

More meaningful.

Much more realistic.

Offers a much more down-to-earth and true to fact atmosphere.

History books attempt to be factual--casebook is illuminating.

I used role playing a great deal with these cases and feel that the children get more involved and have a clearer understanding of the issues. The class really enjoyed the Constitutional Debates, whereas classes in 7th grade government I have taught in the past were more or less bored and not too interested in how the decisions were arrived at.

Involved students more.

Open-ended discussion dealing with current real world.

Isolated situations.

Closer relationship to current happenings.

Standard text--cases applied to concepts being developed.

I feel that while your casebook was interesting, many of the basic concepts of civics were not learned.

I can't teach all history from this casebook. Maybe a larger casebook would be the answer.

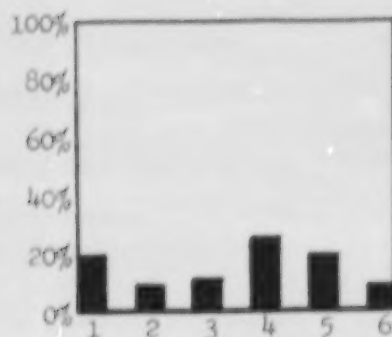
Both contribute significantly to the total education of the child.

I would use casebook for current problems--it's very good. I would use standard text for the background material.

Would not like the choice--would use both.

You need both.

159. What types of classroom learning activity did you use?



KEY: 1 - Panel
2 - Oral reports
3 - Mock trials
4 - Debates
5 - Role playing
6 - Other

COMMENTS: (23 comments)

Twelve teachers indicated that group discussion was the type of classroom learning activity used.

We visited a real trial. Discussion using current events related to casebook material.

Collecting news items.

Had elections, debates of candidates, formed own villages and moved into colonies.

Oral reading and discussion.

Visits to Court House--sat in on trials.

Current events--general discussions.

Creative writing--stories about life under different governmental systems.

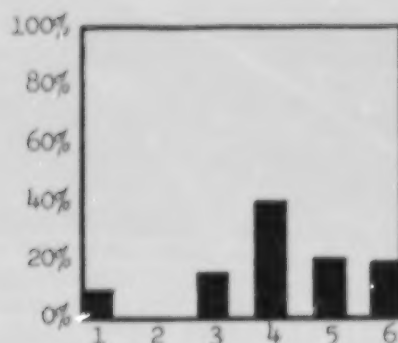
Teacher led discussion.

Primarily discussion because of limited time.

Reading and discussing in class situation.

Group discussion and oral reports by one person from each group.

160. Which did you find most useful?



KEY: 1 - Panel
2 - Oral reports
3 - Mock trials
4 - Debates
5 - Role playing
6 - Other

COMMENTS: (29 comments)

Mock Trials--children seemed to enjoy this.

Mock Trials--brought out every facet of the test.

Debates--everyone has a chance to offer something.

Debates--personal opinions could be expressed.

Debates--became more involved.

The debates allow the students to discuss the many facets of the topic and give a broader understanding.

Debates--only way my slow group could handle it.

Debates--both sides presented, conclusions drawn from all facts.

Debates--students biased when friends assumed certain roles.

Debating issues dignified the status of participating students and both sides of the issue were revealed with enthusiasm.

Debates--helped to present both views to the class. The group really seemed to enjoy this activity.

Debates--students had to defend their position and were afforded an opportunity to hear all sides of a given issue.

Debates--students became emotionally and intellectually involved only to see their arguments knocked down by other side.

160. COMMENTS (Continued)

Debates--this is what the 8th grader does outside class.

Debates--I divided the class into 6, then 4, and then 2 groups; I found that the 2 group system works best. More students are involved and most participate.

Role Playing--students then identify.

Role Playing--helped students more fully understand others' views and feelings.

Role Playing--children liked acting out.

Group Discussion--material too difficult for large percentage of this class.

Group Discussion--the only way I could find the children would voice opinions. They could not responsibly handle themselves in the other situations I tried.

Group Discussion--because their feelings came out fresh and pure.

Group Discussion--all pupils take part in the discussions.

Group Discussion--got more of the class involved.

Group Discussion--allowed more involvement.

Group Discussion--better participation.

Group Discussion--I could pick up any lagging discussions, covered important points that were ignored, etc.

Group discussion and argument, because everyone became involved on this level.

Teacher led discussion. Time factor did not permit planning for research and preparation of more involved learning methods.

Forming villages. The children seemed to really live their parts. I arranged my class into five villages and they were very upset when we went on to the case studies.

TEACHER'S OBSERVATIONS OF STUDENT REACTIONS AND BEHAVIORAL CHANGES:

In the blanks after each of these questions, please write illustrations of changes in student's behavior you feel correlate with your answer to the multiple choice item.

161. Which cases were the most interesting to students?

Marquette Frye - 20
Great Swamp Issue - 10
Dr. Sweet - 6
Anti-Viet Nam Demonstration - 4
Detroit Riot - 4
Sarnia - 2
Gallagher - 2
Terminiello - 2
Miranda - 2
Cox - 2
Kennedy and Steel - 1
Constitutional Debates - 1
Edwards - 1
Faulk - 1
Declaration of Independence - 1

Civil Rights.

Those involving Negroes.

Those dealing with 1st, 5th, and 6th Amendments.

Those concerning court cases on rights under the Constitution.

Religious, racial, and free speech.

Ones dealing with problems of minorities.

Those dealing with minorities.

Dealing with Negroes.

Cases involving discrimination and the right to dissent.

The ones which dealt with minority groups.

Race question and trials.

Those in Unit II.

Those involving particular people.

Cases involving people, things, and places they were familiar with.

Great Swamp Issue--probably because it's right nearby in New Jersey and one of the topics of conversation in their homes.

The forming of the colonies.

162. Which were the least interesting?

Sarnia - 7
Kennedy and Steel - 6
Atomic Energy Commission - 5
Great Swamp Issue - 4
Constitutional Debates - 4
Foreign Aid - 2
Gallagher - 1

All were good.

None, really.

Not one in particular.

No comment.

Unit I elicited only casual interest.

First five in Unit III.

All of Unit III.

If case covered more than one and a half pages.

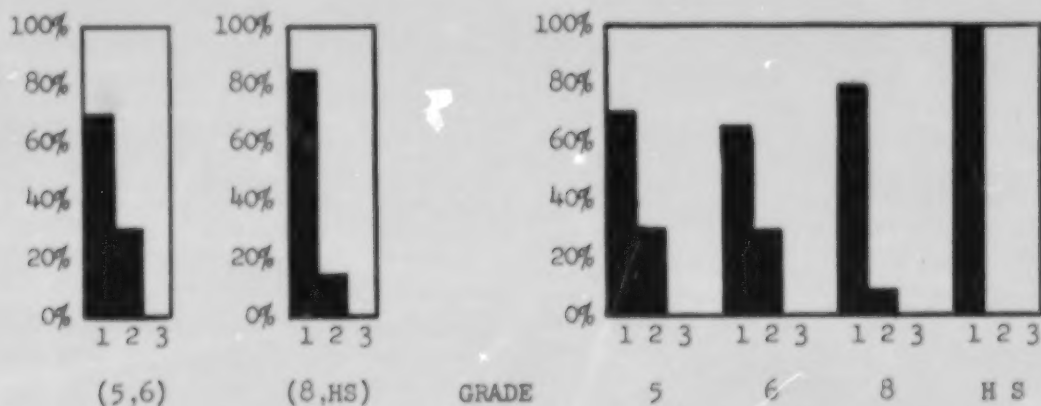
Those involving political or business groups--impersonal.

Big business.

The ones in which students could not put themselves in. They liked the cases which they knew about or could relate to.

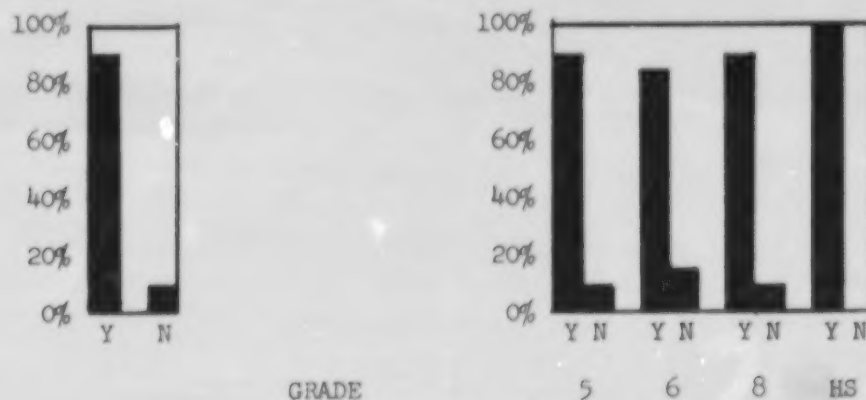
Those dealing with more esoteric legality.

163. Did the students appear to find the text interesting compared to other social studies texts?



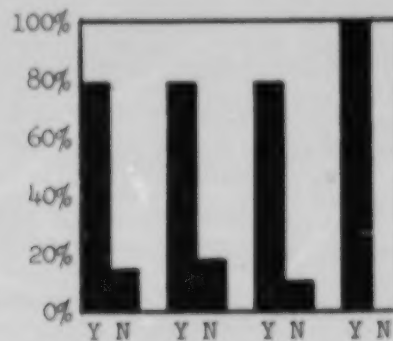
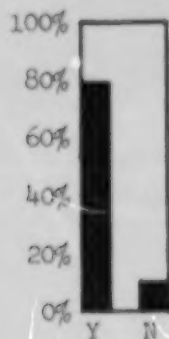
KEY: 1 - More interesting
2 - The same
3 - Less interesting

164. Do students appear to recognize the complexities of the political process more as a result of this study?



KEY: Y - Yes
N - No

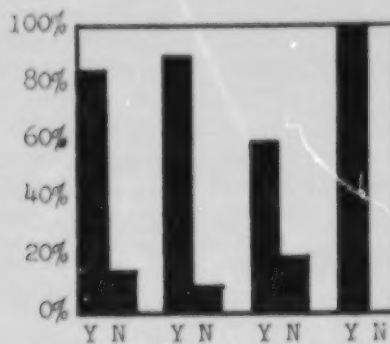
165. Do students appear to have a greater understanding of their role in the democratic political system?



GRADE

KEY: Y - Yes
N - No

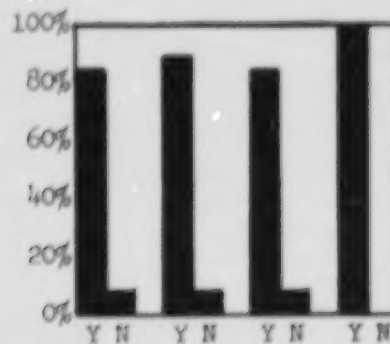
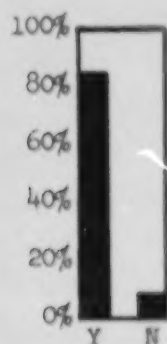
166. Do students appear to have a greater respect for democratic processes?



GRADE

KEY: Y - Yes
N - No

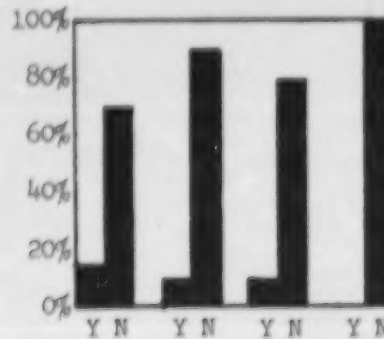
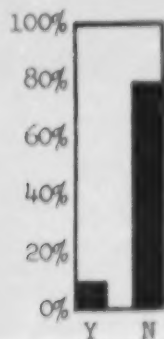
167. Do they appear to have a greater understanding?



GRADE

KEY: Y - Yes
N - No

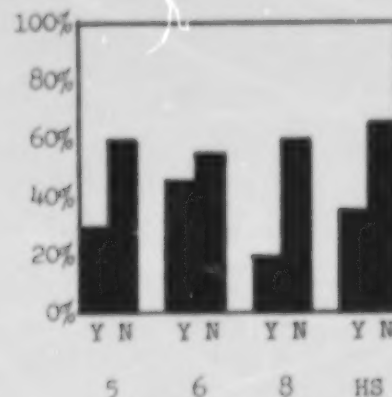
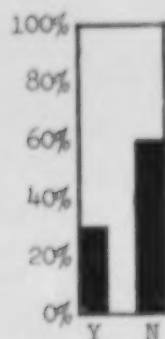
168. It has often been assumed that to present a realistic view of our political system and social system to students at an early age would undermine loyalty to the system. After your experience teaching these units, do you feel there is any basis for this assumption?



GRADE

KEY: Y - Yes
N - No

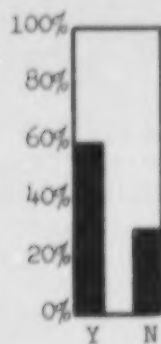
169. Did the portrayal of political and social conflict appear to come as a shock to students--was it something of which you feel they were unaware heretofore?



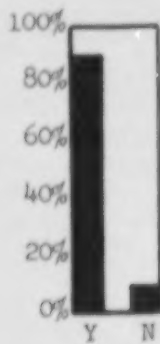
GRADE

KEY: Y - Yes
N - No

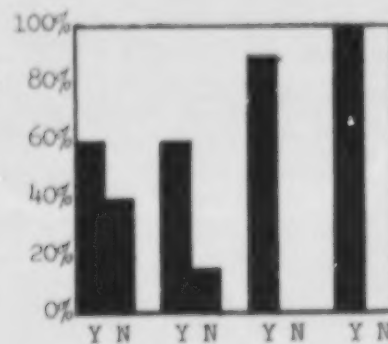
170. Did students tend to relate social and political conflicts to similar conflicts within the realm of their own experiences?



(5,6)



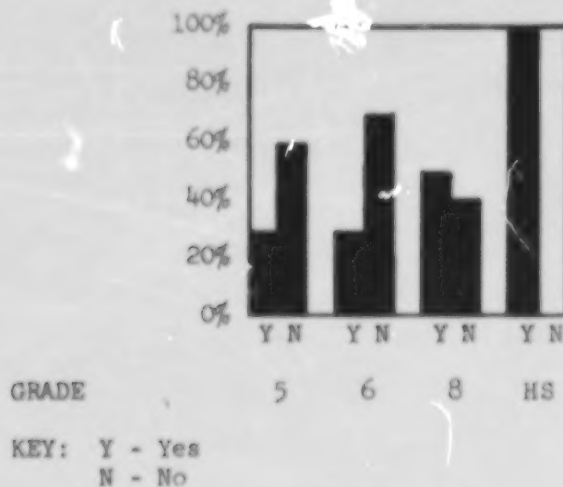
(8,HS)



GRADE

KEY: Y - Yes
N - No

171. Did the students compare the relatively realistic picture of political and social events presented in the casebook with that normally presented in the text materials they have used in the past?



COMMENTS: (22 comments)

This approach was more meaningful.

Simplicity of understanding.

Then to now.

Teacher - suggested differences were pointed out.

Almost the same approach was used--text materials are discussed in open realistic ways, not just book work.

Especially did they relate to constitutional studies.

The casebook dealt with issues they could identify with.

Yes--Bill of Rights workbook.

Readings in Land of Free were compared in several instances.

Teacher compared--students listened.

Yes--they became alive rather than something on a cold sheet of paper. They became alive because they created the parts of the participants.

Yes--were often able to draw examples from past and make comparisons with cases.

Very favorably impressed by casebook.

Yes--found to be more real due to immediacy of certain cases.

171. COMMENTS (Continued)

As compared with regular text, saw history in new light.

Refreshingly different format of this particular method and text.

We had had (in history) the forming of the U.S. government. The depth is very shallow. We had gone into the Bill of Rights quite thoroughly as to what they were, but had no real measure of how much was actually internalized.

Liked the fact it was more oral.

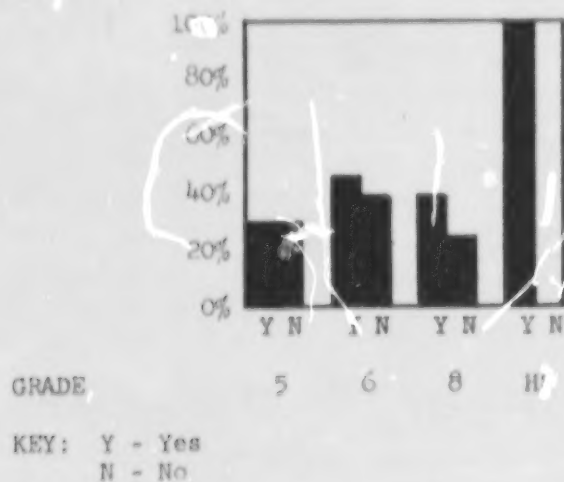
More timely and up-to-date.

Related cases to happenings in newspapers, news broadcasts, T.V. presentations, and discussions in their homes.

Similarities in incidents, yet felt the casebook treated things more realistically.

Yes--good.

172. Did this comparison, if any, appear to change their attitudes towards their social studies program in any way?



173. How did this comparison change their attitudes toward their social studies program? (28 comments)

No change at this level.

No apparent change.

Less enthusiastic.

No change.

Insufficient evidence.

I felt it lessened their interest somewhat.

Was more interesting way to present it, but I don't think they really changed in their thinking.

Questions regarding early civilizations.

Current versus past.

It presented food for thought.

It was more experience-related and, therefore, more real in impact.

That it was useful and interesting; and that social studies isn't "just what happened a long time ago".

Better understanding.

Greater enthusiasm.

Could better relate and conceptualize.

More tangible and realistic.

Better towards history.

Greater interest.

They became more involved--wanted to talk more about it.

Resented all the written work and research.

More critical of U.S.A.'s role in wars, etc.

I feel that it became more of a reality--not something that was "way back when".

Tied in beautifully with many chapters in Land of Free.

More critical in their approach.

Awareness of process.

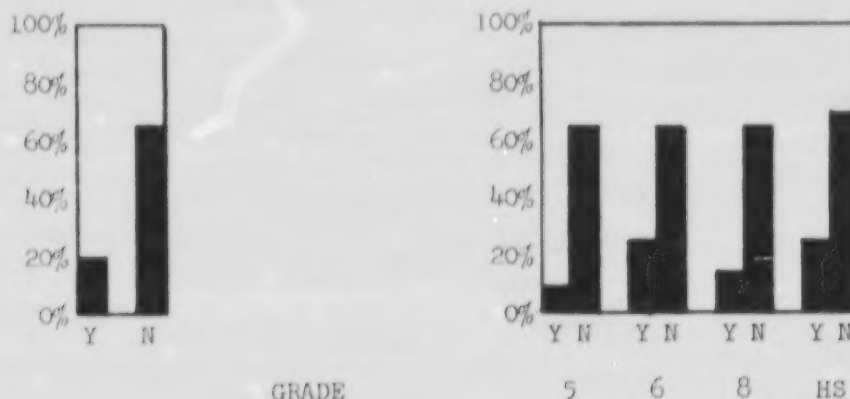
Some found this material very compelling.

173. COMMENTS (Continued)

Many expressed their enthusiasm to me. Some told other teachers who, in turn, told me.

That democracy or political conflict is a real blood and sweat proposition; not something you read and forget or learn for a test.

174. Was there any reaction on the part of the parents in this regard?



KEY: Y - Yes
N - No

COMMENTS: (14 comments)

Quite favorable.

Yes--some felt on right track, some realized teachers tried to put this approach into conventional text materials when possible.

Several parents expressed approval on open house night.

Parents were pleased that pupils were challenged.

Many parents enjoyed casebook and discussed at supper table.

Liked it very much.

Very little--positive.

Good.

I have not had any special contact with parents regarding this.

Only one parent reacted against material--stated before he moved out of the district.

174. COMMENTS (Continued)

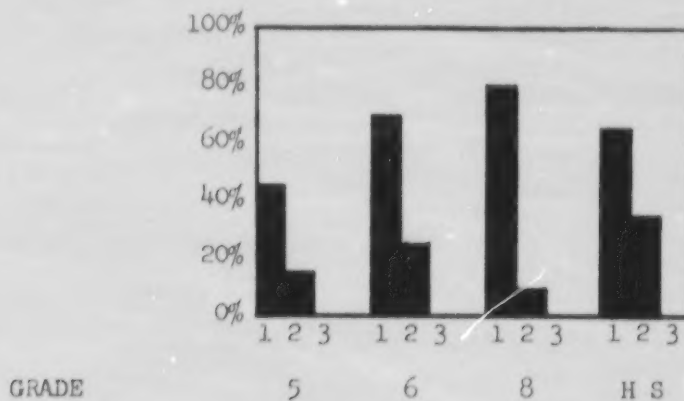
Encourage students to continue in course.

None, yet.

None noted.

Not observed.

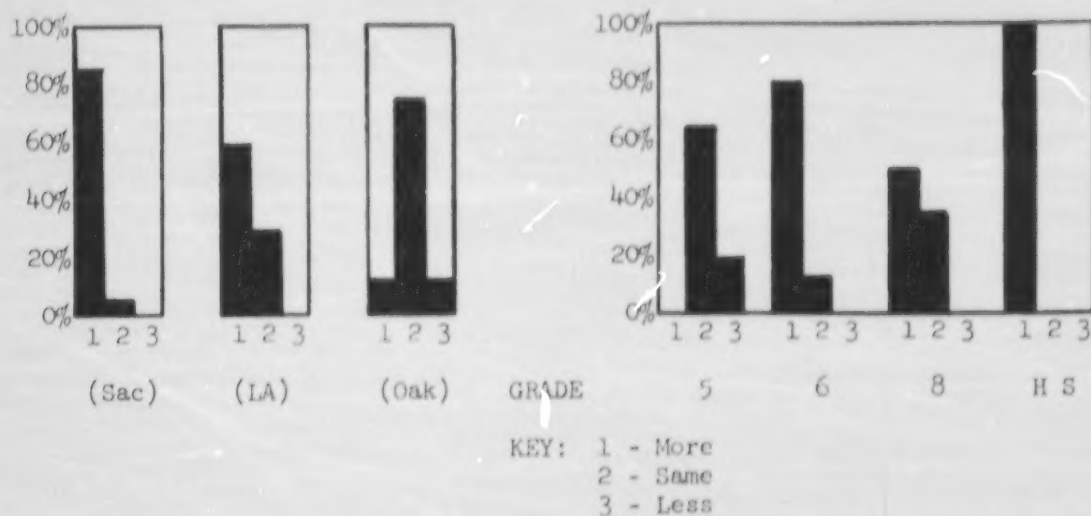
175. The program advocates the open discussion of controversial issues in the classroom. Was there generally a supportive or negative attitude towards this from parents?



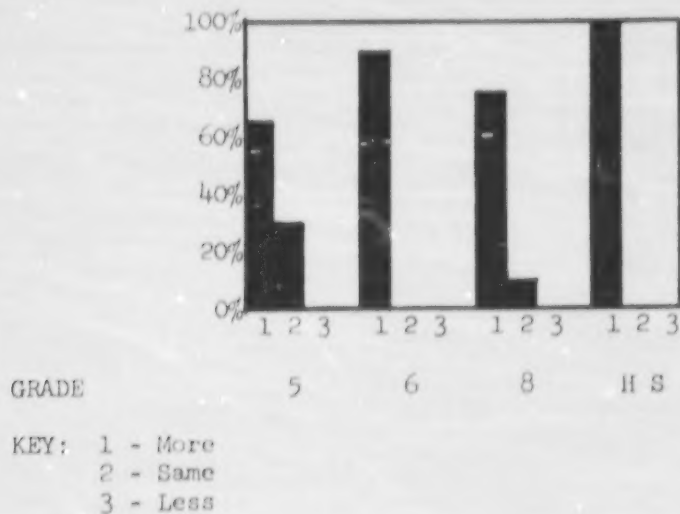
KEY: 1 - % no reaction
2 - % positive reaction
3 - % negative reaction

176. Do you feel that, in general, there is a change in commitment to democratic ideals as a result of these units--

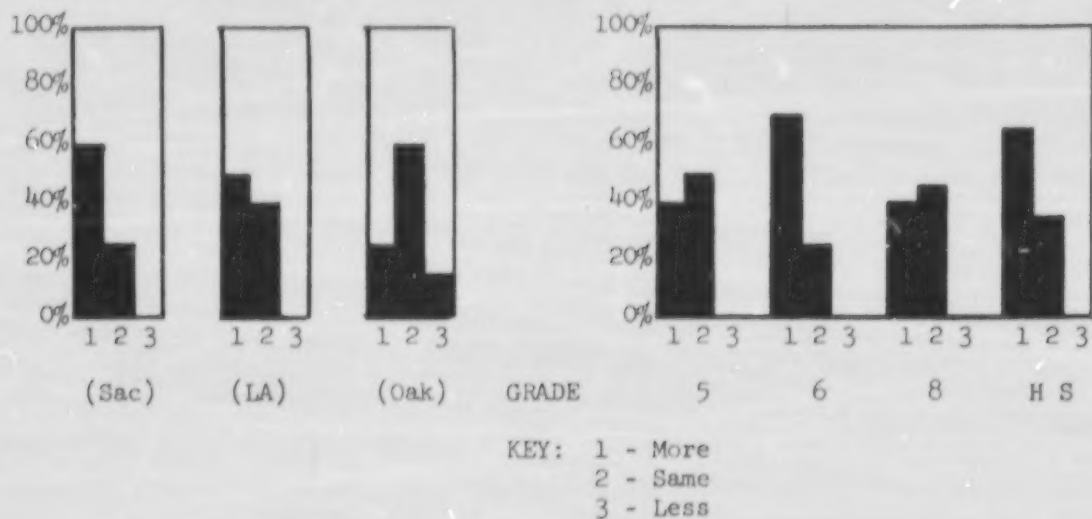
Towards a belief in the dignity of the individual?



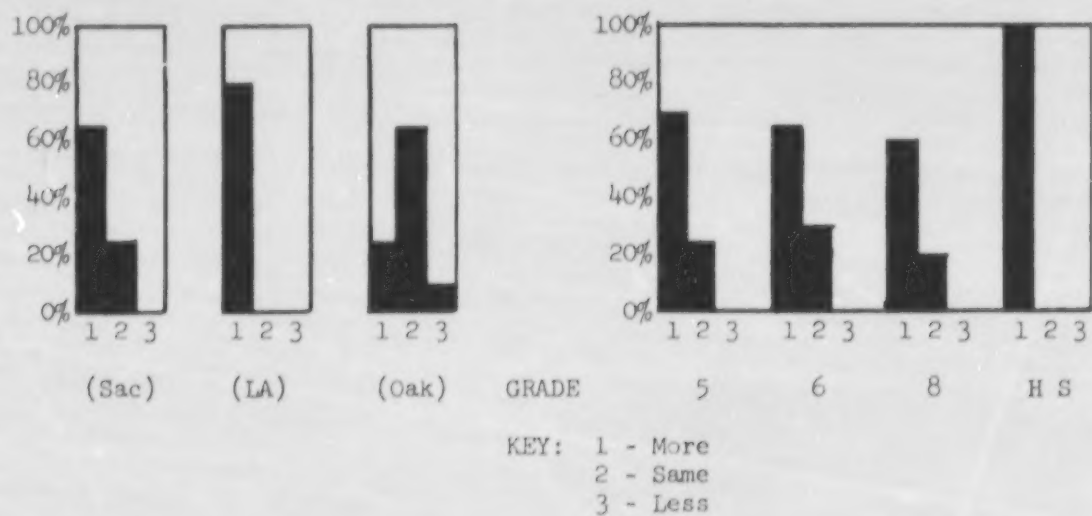
177. Toward tolerance and fostering of diversity?



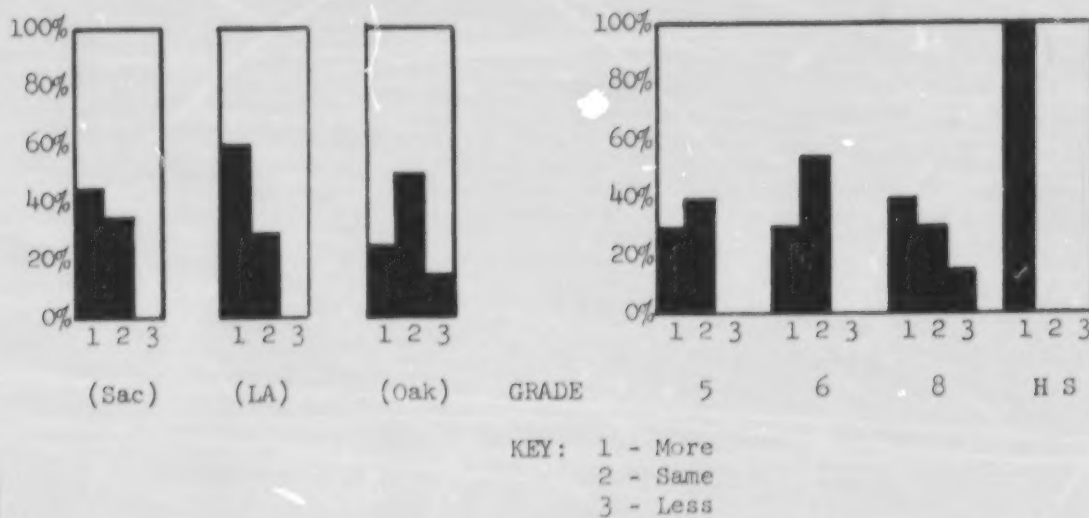
178. Toward belief in equality of opportunity?



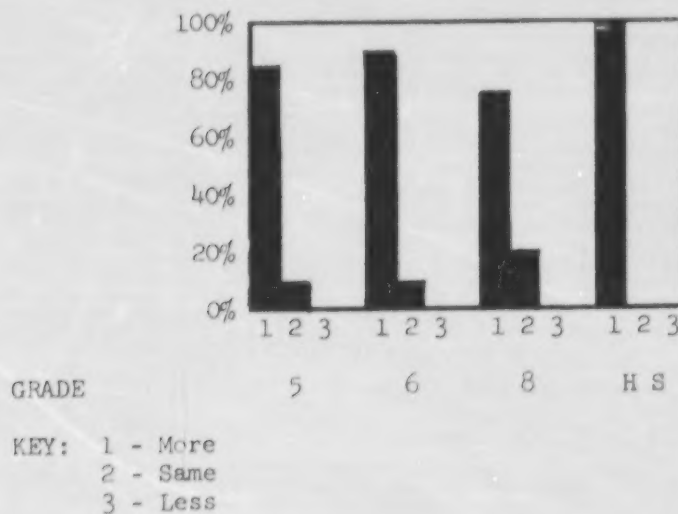
179. Toward values of democratic procedures?



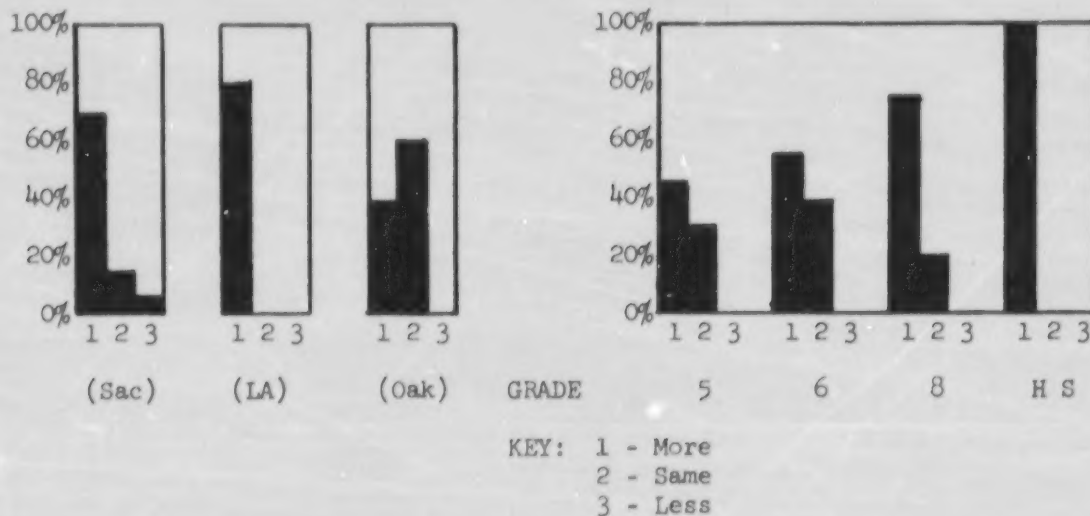
211. Toward feelings of political efficacy?



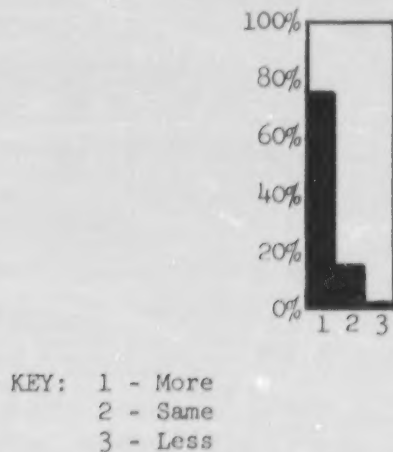
212. Toward a tendency to be more interested in political events?



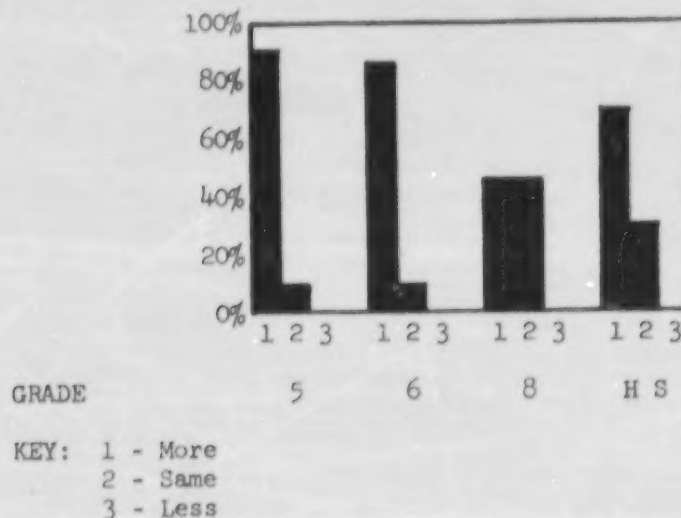
213. Toward a tendency to hold tentative positions rather than to think in terms of absolutes and slogans?



214. Toward participation in discussions and debates?



215. Toward a desire to participate in decision-making regarding school and class rules?



216. Increase in understanding? (27 comments)

Sixteen teachers indicated there was a definite increase in understanding.

A better understanding of our judicial system was evident after the units.

Some came about--some did not. What goes on in class is hard to evaluate with the attitude in the home.

Difficult to say.

Yes--awareness of other groups and of complexity of all decisions.

By role playing they understand the what and why of political conflict. They know on a simple plain that groups in society want their government to do something for them--and now they should go about and get it.

The students had a greater appreciation of the problems in making a democracy work.

More searching questions, deeper intellectual curiosity, and inquisitiveness.

To some extent.

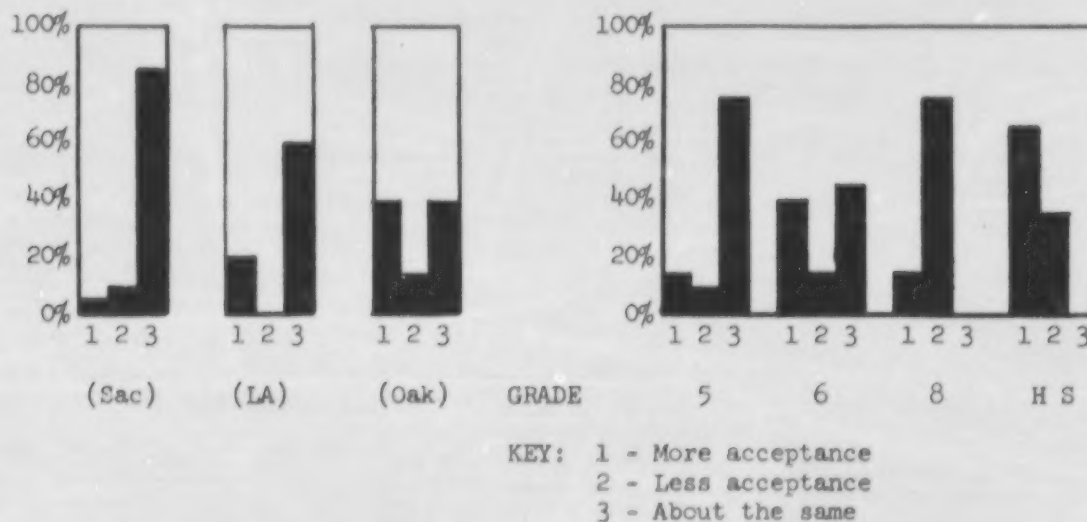
Hopefully.

More frustration when unable to act in these capacities (i.e., decision-making regarding school and class rules).

Far greater insights rather than factual knowledge which is more temporary.

WE ARE INTERESTED IN CHANGES IN STUDENT'S RELATIONSHIPS TO AUTHORITY FIGURES AND SCHOOL RULES WHICH YOU CONSIDER TO HAVE BEEN PARTIALLY A RESULT OF THIS STUDY.

217. Has the study of these materials affected student's acceptance of your authority?



COMMENTS: (7 comments)

Not observed.

More--I am white, my students (90%) are Black. Many have told me they enjoyed the use of the new materials and took this as an indication that I was teaching it "like it is". I think this is closely related to the fact that I had no major disciplinary problems in the classroom.

Same--most of these students accepted authority to begin with.

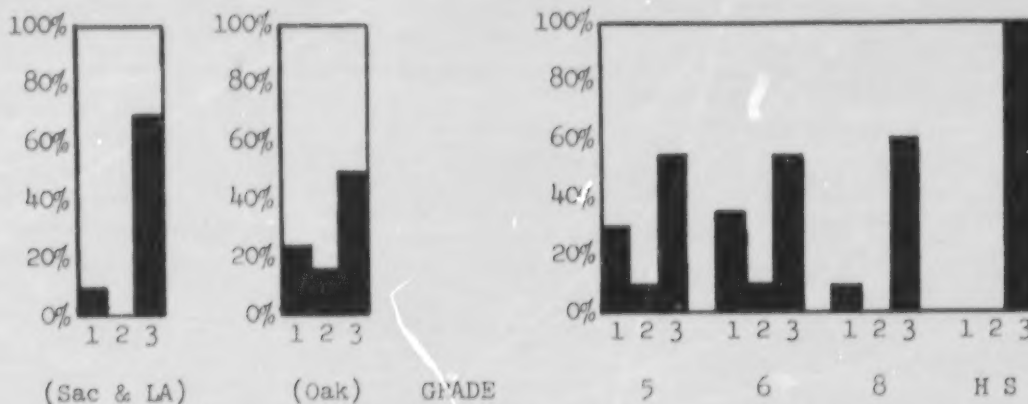
Same--very hard to determine.

About the same.

Depends on how you relate and work with your students throughout the school year and before you teach this unit.

They frequently compare my role to that of leader in story.

218. Has it affected the student's acceptance of other authority figures in the school?



KEY: 1 - More acceptance
2 - Less acceptance
3 - About the same

COMMENTS: (10 comments)

Participating students became more cooperative with authorities.

More able to realize the job which administrators have to carry out.

Understand better the complexities of running a school and making rules for benefit of all.

Some students felt "free" to criticize other authority figures in the school as a result of the study.

Less--more apt to compare to my exercise of authority.

Insufficient time to evaluate.

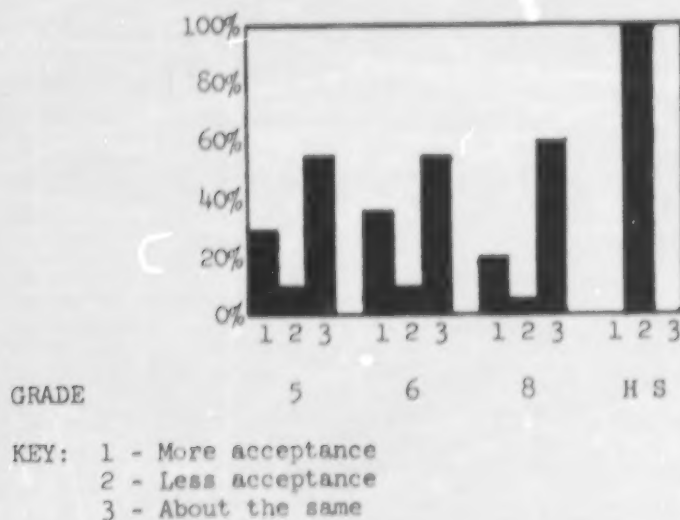
Don't know.

I really couldn't say.

Very hard to judge.

Hard to assess.

219. Has it affected their acceptance of school rules?



COMMENTS: (8 comments)

More--feel they protect them.

More conscious of scholastic responsibilities and observance of school rules.

More--one Negro (sent in late because of behavior in another class) spoke less of violence as a solution. At first every solution was "get a gun and shoot."

Less--but more willing to accept compromises.

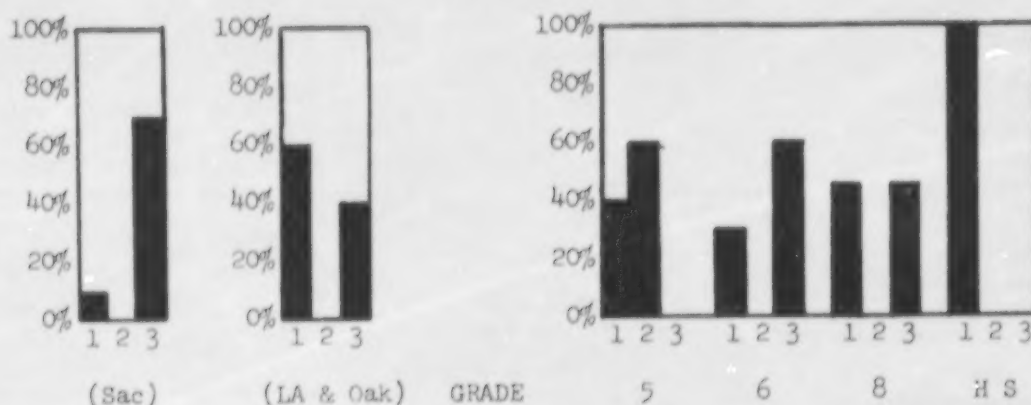
Question reason of rules.

Same--their attitudes tend to divorce school as a real thing; they have a difficult time relating.

Difficult to note.

Hard to assess.

220. Do students tend to want more voice in making school rules?



KEY: 1 - More
2 - Less
3 - About the same

COMMENTS: (8 comments)

More--set up student government.

Has created more interest in making their own rules.

More--but they have always felt this way.

Many became interested in the rule-making process.

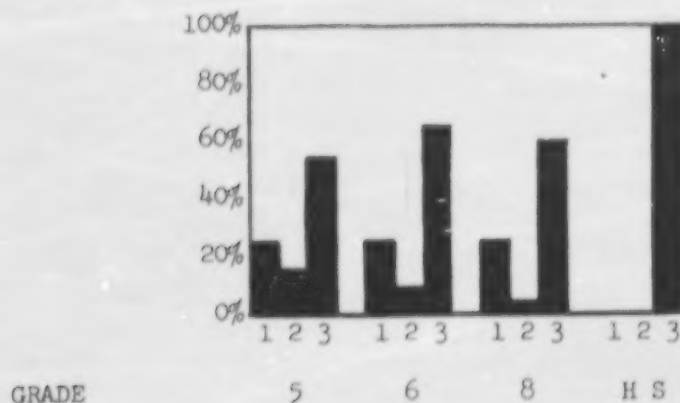
More--but not accepted by administration.

More--after organizing their own government, there was a general tendency to accept rules as part of a pattern to be followed in an organized society.

More--to some extent, but I felt in the discussion a more positive view toward rules.

Hard to judge.

221. Are they more or less critical of school rules?



KEY: 1 - More
2 - Less
3 - About the same

COMMENTS: (9 comments)

More--not critical but want to know the whys.

Realize why rules are sometimes needed.

More--sometimes bitter when their ideas and suggestions are ignored.

More vocal. Whether they are more critical, I don't know.

They question the reason behind the rules more.

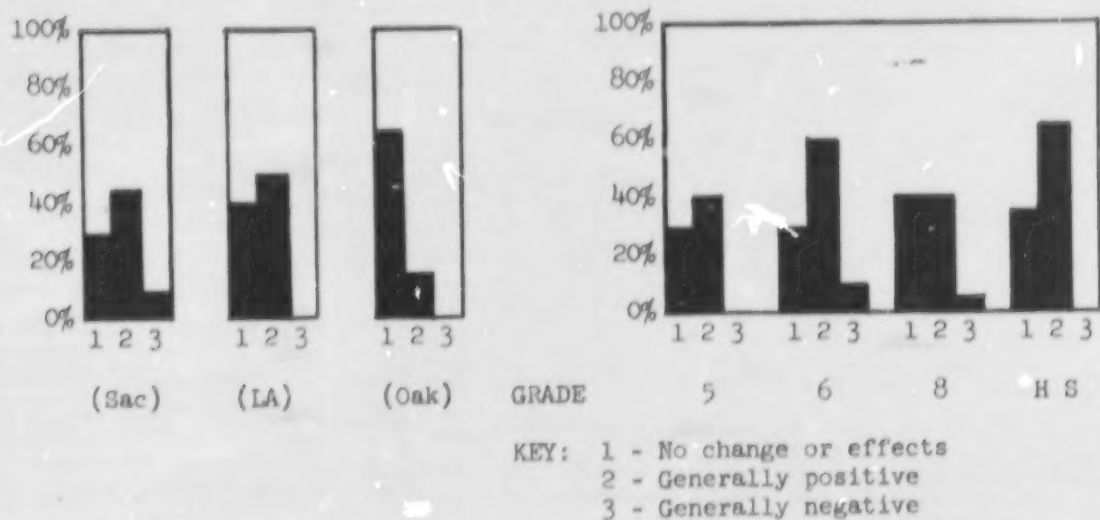
They are critical more selectively.

Less--for they can more objectively see the reason for rules. Some, of course, seem to fight rules just because there are rules.

Less--they saw the necessity as part of a smoothly run establishment. Not that they always followed them (rules), however.

Not noted.

222. What is your general opinion of changes in student attitudes towards authorities and rules which you feel are a result or partial result of this study?



COMMENTS: (11 comments)

No Change--the effects of the news and daily social acts have much greater effect.

Are more critical, but may be able to accept necessary restrictions.

The students tended to question the why's of many things even before we did this; therefore, they neither changed nor heightened their feelings toward "school rules" after the case study. If anything, they felt their complaints were more legitimate after reading about political conflict.

Regarding authorities--I heard more vocalizing about particular authorities. I saw no evidence of a change in attitude towards authorities or rules.

Positive--I feel most of students' attitudes were learned in the home well before this class and that, while it may have re-emphasized some of their learning, most of the attitudes were already formed for either good or bad.

Positive--the greatest change was toward policemen, I am happy to report.

Positive when realize their opinions important and in wanting to participate, but sometimes negative when cannot find an outlet for these attitudes (for example, when their voice in student rules not heeded).

Positive--difficult to judge. Should have done more in beginning to set up teachers to evaluate this.

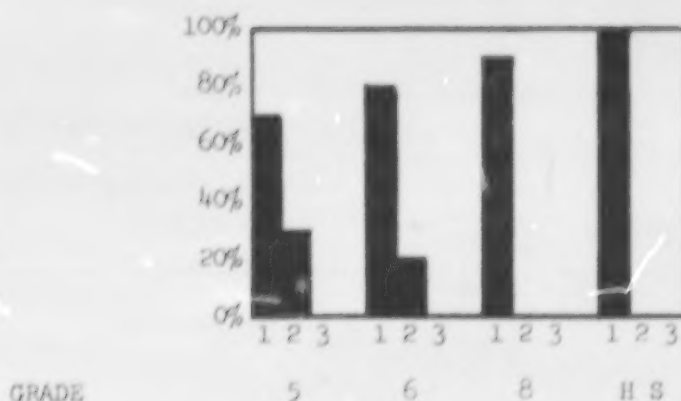
222. COMMENTS (Continued)

There might be changes which I am not aware of--can't say for sure.

It remains to be seen.

I don't know.

223. Do you feel that your students are the right age to be taught these units?



KEY: 1 - Yes, the right age
2 - No, too young
3 - No, too old

COMMENTS: (4 comments)

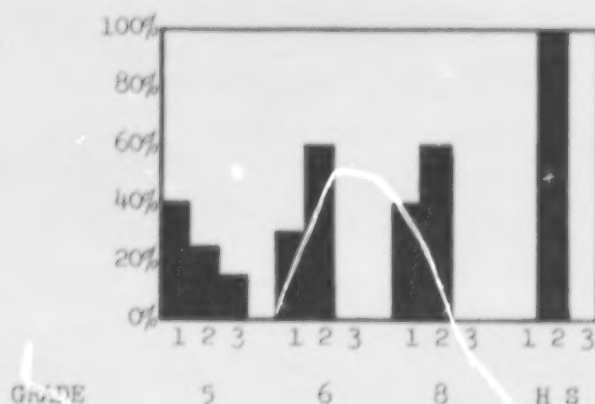
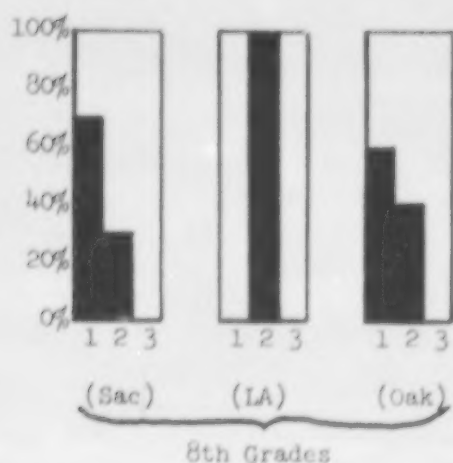
Yes--only if the teacher is enthusiastic and puts a great deal into it. There needs to be some vocabulary study for it to be of real value.

Level of students would determine.

This should be taught continuously from grade school to high school.

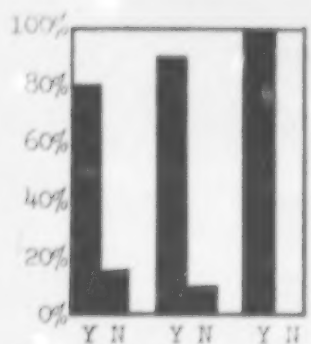
Not correlated enough with other (history) studies.

224. After your experience in teaching the unit(s), do you feel that this material should be



KEY: 1 - A part of the required curriculum at your grade level
2 - Optional at your grade level
3 - Is not appropriate for use at your grade level

225. Will you use this material again if it is available?



GRADE

KEY: Y - Yes
N - No

226. How useful do you think these materials are compared with others in the field such as those by Oliver or Shaver? (30 comments)

Twenty three teachers indicated they were not familiar with other materials in the field.

Seven teachers indicated these materials are more useful than others in the field.

227. What is the ethnic composition of the student body of the school where you have taught the units? What is the proportion of Mexican-American students?

- | | |
|-------------------------------|------------------------------------|
| 1. <u>36</u> Very few or none | 4. <u> </u> About 3/4 |
| 2. <u>15</u> About 1/4 | 5. <u> </u> Almost all or all |
| 3. <u> </u> About 1/2 | |

228. What is the proportion of Oriental students?

- | | |
|-------------------------------|------------------------------------|
| 1. <u>38</u> Very few or none | 4. <u> </u> About 3/4 |
| 2. <u>14</u> About 1/4 | 5. <u> </u> Almost all or all |
| 3. <u> </u> About 1/2 | |

229. What is the proportion of Negro students?

- | | |
|-------------------------------|-------------------------------|
| 1. <u>24</u> Very few or none | 4. <u>6</u> About 3/4 |
| 2. <u>7</u> About 1/4 | 5. <u>7</u> Almost all or all |
| 3. <u>8</u> About 1/2 | |

230. What are the social and economic backgrounds of the students enrolled in the school where you are currently employed?

What is the proportion of students from well-to-do, professional and business families or families with large commercial farms?

- | | |
|-------------------------------|------------------------------------|
| 1. <u>30</u> Very few or none | 4. <u>3</u> About 3/4 |
| 2. <u>15</u> About 1/4 | 5. <u> </u> Almost all or all |
| 3. <u>4</u> About 1/2 | |

231. What is the proportion of students from families in which the main wage earner is a skilled worker, foreman, white collar employee, or small businessman?

- | | |
|-------------------------------|------------------------------------|
| 1. <u>11</u> Very few or none | 4. <u>4</u> About 3/4 |
| 2. <u>22</u> About 1/4 | 5. <u> </u> Almost all or all |
| 3. <u>15</u> About 1/2 | |

232. What is the proportion of students from families in which the income is low but steady and the main wage earner is semi-skilled or unskilled?

- | | |
|------------------------------|-------------------------------|
| 1. <u>7</u> Very few or none | 4. <u>3</u> About 3/4 |
| 2. <u>22</u> About 1/4 | 5. <u>2</u> Almost all or all |
| 3. <u>16</u> About 1/2 | |

233. What is the proportion of students from families marked by frequent unemployment and even poverty?

- | | |
|-------------------------------|-------------------------------|
| 1. <u>31</u> Very few or none | 4. <u>1</u> About 3/4 |
| 2. <u>9</u> About 1/4 | 5. <u>1</u> Almost all or all |
| 3. <u>6</u> About 1/2 | |

AS YOU KNOW, NO MATTER HOW MUCH TEACHING MATERIALS ARE 'PROGRAMMED' THE CRITICAL FACTOR IN THE SUCCESS OF ANY CURRICULUM UNIT IS THE TEACHER. FOR THIS REASON, IN OUR ATTEMPT TO EVALUATE THE PILOT PROGRAM, WE WOULD GREATLY APPRECIATE YOUR ANSWERS TO THE FOLLOWING GROUP OF QUESTIONS.

234. Which one of the following best describes your formal education so far?

1. College work, no degree
2. 1 Bachelor's Degree
3. 31 Bachelor's Degree plus Post Graduate Credit
4. 4 Master's Degree
5. 15 Master's Degree plus Graduate Credit
6. 2 Professional Diploma (sixth year)
7. Doctorate

235. What was your MAJOR field of study as an UNDERGRADUATE?

0. 26 Education/Counseling and Guidance
- L. Physical Education or Hygiene
1. Home Economics
2. 1 Fine Arts (Music, Art, Drama)
3. 1 English/Modern Foreign Language
4. Business Administration/Economics

235. (Continued)

- 5. Philosophy
- 6. 1 Psychology/Sociology/Anthropology
- 7. 11 Political Science (Government, Civics)/History
- 8. Mathematics/Biological Science/Physical Science
- 9. 14 Other field

236. What was your MINOR field of study as an UNDERGRADUATE?

- 0. 2 Education/Counseling and Guidance
- L. 1 Physical Education or Hygiene
- 1. Home Economics
- 2. 2 Fine Arts (Music, Art, Drama)
- 3. 15 English/Modern Foreign Language
- 4. 2 Business Administration/Economics
- 5. Philosophy
- 6. 3 Psychology/Sociology/Anthropology
- 7. 7 Political Science (Government, Civics)/History
- 8. 4 Mathematics/Biological Science/Physical Science
- 9. 18 Other field

237. What is (was) your MAJOR field of study as a GRADUATE STUDENT?

- 0. Have not done graduate work
- 0. 26 Education/Counseling and Guidance
- L. Physical Education or Hygiene
- 1. Home Economics
- 2. 1 Fine Arts (Music, Art, Drama)
- 3. 1 English/Modern Foreign Language
- 4. Business Administration/Economics
- 5. Philosophy

237. (Continued)

6. 1 Psychology/Sociology/Anthropology
 7. 11 Political Science (Government, Civics)/History
 8. _____ Mathematics/Biological Science/Physical Science
 9. 14 Other field

As an undergraduate, approximately how many college level courses did you have in each of the following categories? Please indicate number of classes (not hours or unit credit) by marking an 'X' in the appropriate space.

	NUMBER OF COURSES					
	<u>None</u>	<u>One</u>	<u>2-4</u>	<u>5-7</u>	<u>8-10</u>	<u>11 or More</u>
238. Political Science	<u>6</u>	<u>8</u>	<u>22</u>	<u>7</u>	<u>5</u>	<u>1</u>
239. Sociology	<u>7</u>	<u>11</u>	<u>20</u>	<u>6</u>	_____	_____
240. History	_____	<u>5</u>	<u>15</u>	<u>7</u>	<u>10</u>	<u>14</u>
241. Anthropology	<u>20</u>	<u>11</u>	<u>7</u>	<u>1</u>	<u>1</u>	<u>1</u>
242. Psychology	<u>2</u>	<u>4</u>	<u>32</u>	<u>7</u>	<u>2</u>	<u>2</u>
243. Economics	<u>10</u>	<u>14</u>	<u>14</u>	<u>3</u>	<u>3</u>	<u>2</u>
244. Philosophy	<u>11</u>	<u>11</u>	<u>21</u>	<u>2</u>	_____	_____
245. Other Social Science	<u>2</u>	_____	<u>3</u>	_____	_____	<u>3</u>
	(0)	(1)	(2)	(3)	(4)	(5)

Please indicate, by marking an 'X' in the appropriate space below, how many graduate courses you have completed in each of the following fields:

246. Political Science	<u>20</u>	<u>6</u>	<u>9</u>	<u>3</u>	<u>2</u>	_____
247. Sociology	<u>19</u>	<u>9</u>	<u>9</u>	_____	_____	_____
248. History	<u>10</u>	<u>8</u>	<u>11</u>	<u>6</u>	<u>5</u>	<u>3</u>
249. Anthropology	<u>25</u>	<u>2</u>	<u>1</u>	<u>1</u>	_____	_____
250. Psychology	<u>8</u>	<u>10</u>	<u>18</u>	<u>2</u>	_____	<u>1</u>
251. Economics	<u>24</u>	<u>3</u>	<u>4</u>	_____	_____	_____
252. Philosophy	<u>18</u>	<u>11</u>	<u>4</u>	<u>1</u>	_____	<u>1</u>
253. Law	<u>21</u>	<u>5</u>	<u>6</u>	_____	_____	_____
	(0)	(1)	(2)	(3)	(4)	(5)

254. Have you participated in any special training programs in the areas of civic education?

1. 35 No

2. 18 Yes

255. IF YES, was this program run by:

1. The school in which you teach

2. 4 Your school district

3. 4 UCLA

4. 1 NDEA (under U.S. Office of Education)

5. 2 Other university or college

6. 5 Other

256. Have you participated in any special training programs in political science? (Please do not include any program here to which you referred in answering the above question).

1. 47 No

2. 4 Yes

257. IF YES, was this program run by:

1. 1 The school in which you teach

2. 1 Your school district

3. UCLA

4. NDEA (under U.S. Office of Education)

5. Other university or college

6. Other

258. Have you participated in any special training programs in the area of law and constitutional rights? (Please do not include any program here to which you referred in answering the above two questions).

1. 43 No

2. 9 Yes

259. IF YES, was this program run by:

1. The school in which you teach
2. 1 Your school district
3. UCLA
4. 3 NDEA (under U.S. Office of Education)
5. 3 Other university or college
6. Other

260. How many years have you been employed in the field of education?

- | | |
|-------------------------------|---------------------------------|
| 1. <u> 10 </u> 1 to 3 years | 5. <u> 8 </u> 13 to 15 years |
| 2. <u> 10 </u> 4 to 6 years | 6. <u> 3 </u> 16 to 18 years |
| 3. <u> 10 </u> 7 to 9 years | 7. <u> 2 </u> 19 to 21 years |
| 4. <u> 6 </u> 10 to 12 years | 8. <u> 3 </u> 22 years or more |

261. How many of these years have been in a supervisory or administrative position?

- | | |
|-------------------------------|-----------------------------------|
| 1. <u> 43 </u> None | 5. <u> </u> 10 to 12 years |
| 2. <u> 4 </u> 1 to 3 years | 6. <u> </u> 13 to 15 years |
| 3. <u> 4 </u> 4 to 6 years | 7. <u> </u> 16 years or more |
| 4. <u> </u> 7 to 9 years | |

262. What position?

1. 2 Principal and/or Vice Principal
2. Counselor or Educational Psychologist
3. Librarian
4. 4 Other

263. How many years have you taught the grade you are now teaching?

- | | |
|-----------------------------|---------------------------------|
| 1. <u> 15 </u> 1 to 3 years | 3. <u> 6 </u> 7 to 9 years |
| 2. <u> 16 </u> 4 to 6 years | 4. <u> 14 </u> 10 years or more |

Please check each of the following categories that applies to you:

264. AGE:

- | | |
|-----------------------|------------------------|
| 1. <u>1</u> Under 25 | 6. <u>2</u> 45 to 49 |
| 2. <u>3</u> 25 to 29 | 7. <u>6</u> 50 to 54 |
| 3. <u>10</u> 30 to 34 | 8. <u>2</u> 55 to 59 |
| 4. <u>8</u> 35 to 39 | 9. <u>1</u> 60 or over |
| 5. <u>13</u> 40 to 44 | |

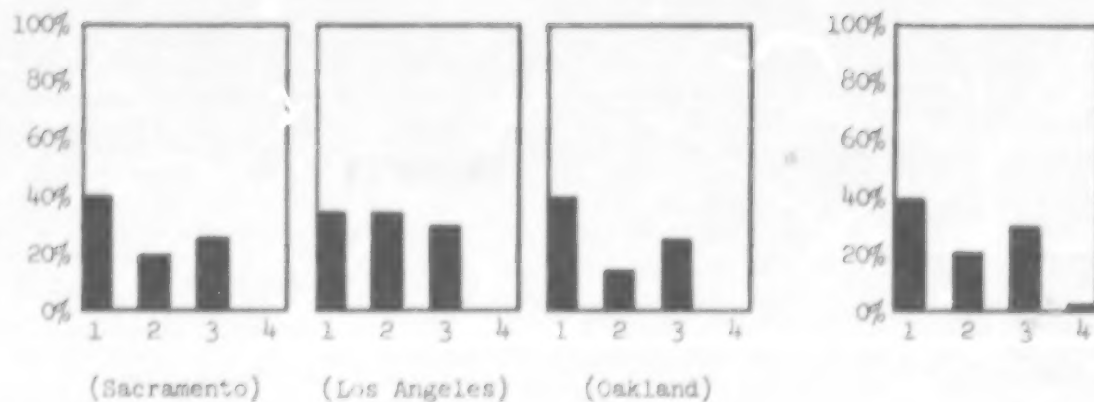
265. SEX:

- | | |
|-------------------|---------------------|
| 1. <u>35</u> Male | 2. <u>18</u> Female |
|-------------------|---------------------|

266. ETHNIC ORIGIN:

- | | |
|------------------------|----------------------|
| 1. <u>51</u> Caucasian | 3. <u>1</u> Oriental |
| 2. <u>2</u> Negro | 4. <u> </u> Other |

267. Do you consider yourself a



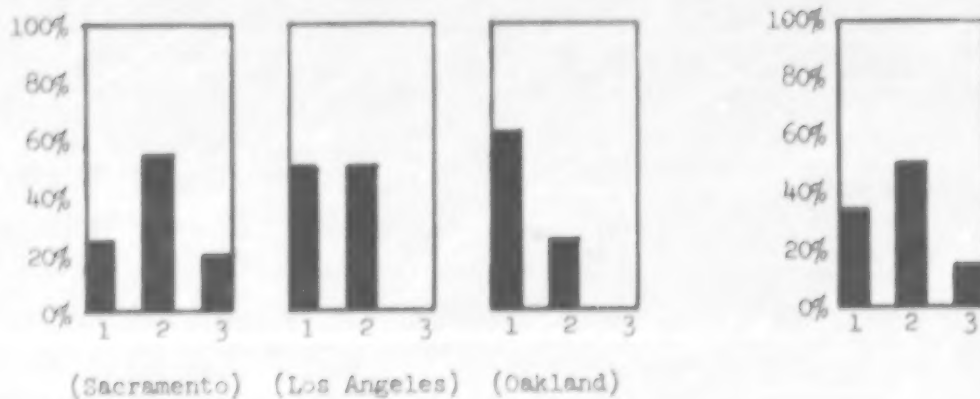
KEY: 1 - Democrat
2 - Republican
3 - Independent
4 - Other Party

268. If 'Independent' do you feel you lean more toward one party than the other?



KEY: 1 - Lean Democratic
2 - Lean Republican

269. On most questions today do you consider yourself



KEY: 1 - Liberal
2 - Middle of the road
3 - Conservative